REPORT RESUMES

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A TEACHER INSTITUTE TO PREPARE TEACHERS AND MATERIALS FOR THE EDUCATION OF RURAL, LOW ACHIEVING, DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS FOR ENTRY INTO VOCATIONAL-TECHNICAL PROGRAMS.

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A TWOFOLD PROGRAM WAS DESIGNED TO PREPARE VOCATIONAL TEACHERS TO PARTICIPATE AS INSTRUCTORS IN A PREVOCATIONAL OCCUPATIONAL PROGRAM FOR RURAL UNDERACHIEVING JUNIOR HIGH SCHOOL STUDENTS. INITIALLY, A DEMONSTRATION CLASS OF 20 UNDERACHIEVERS SERVED AS AN EXPERIMENTAL UNIT FOR THE DESIGN, CONSTRUCTION, AND TESTING OF PREVOCATIONAL OCCUPATIONAL CORE CURRICULUM. OBJECTIVE AND SUBJECTIVE MEASUREMENT OF PUPIL PROGRESS WAS CONDUCTED FOR 6 WEEKS. MEASUREMENTS INCLUDED THE GATES READING SURVEY, DIFFERENTIAL APTITUDE TESTS, TAPED INTERVIEWS, STUDENT QUESTIONNAIRES, AND PRE- AND POST-ANALYSIS OF WRITTEN AND DICTATED STORIES. THE SECOND PHASE OF THE PROGRAM INVOLVED--(1) THE SELECTION OF 17 VOCATIONAL TEACHERS AND THEIR ORIENTATION TO THE NEEDS, CHARACTERISTICS, AND PROBLEMS OF THE DISADVANTAGED, (2) INSTRUCTION IN CORRECTIVE AND REMEDIAL PROGRAMS, AND (3) ACQUAINTANCE WITH SKILLED AND SEMISKILLED OCCUPATIONS TO BE USED IN MOTIVATING THE DISADVANTAGED THROUGH FORMAL CLASSROOM INSTRUCTION, LECTURES, COLLATERAL READING, FIELD TRIPS TO POVERTY AREAS, AND PRACTICE TEACHING. THE RESULTS INDICATED THAT VOCATIONAL TEACHERS CAN BE ORIENTED TO THE NEEDS OF THE DISADVANTAGED AND THAT DISADVANTAGED STUDENTS CAN BE MOTIVATED THROUGH A PREVOCATIONAL CURRICULUM CENTERED AROUND THE STUDY OF OCCUPATIONS AND THROUGH VOCATIONAL TEACHERS USING THEIR KNOWLEDGE ABOUT SKILLED AND SEMISKILLED OCCUPATIONS. (HS)

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State of Delaware

Report on the
PRE-VOCATIONAL INSTITUTE FOR TEACHERS OF RURAL, DISADVANTAGED YOUTH

Summer 1965
University of Delaware

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DEPARTMENT OF PUBLIC INSTRUCTION
Vocational-Technical Services

Dover, Delaware

A TEACHER INSTITUTE
TO
PREPARE TEACHERS AND MATERIALS
FOR
THE EDUCATION OF RURAL, LOW ACHIEVING, DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS
FOR
ENTRY INTO VOCATIONAL-TECHNICAL PROGRAMS

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ABSTRACT

I. BACKGROUND

Many Delaware disadvantaged rural children and those from other states have the potential to profit from vocational education. They are often denied this vocational training either because they drop out of school before the tenth grade or they do not have the essential basic education for entry into vocational school. The causes for the existence of this educational problem include lack of relevancy of the curriculum to the life needs and desires of these youths, to inadequate basic educational skills, inadequate teaching, large classes, and basic economic needs. With this problem and background in mind the originators of this proposal formulated the program described in this report.

II. INSTITUTE OBJECTIVES

A. To orient teachers to the needs, characteristics and problems of disadvantaged youths.

B. To explore the possibilities in program development that serve the needs of the disadvantaged.

C. To acquaint teachers with a variety of skilled and semi-skilled occupations to be used in motivating disadvantaged youths.

. To develop techniques for correlating academic subject matter with vocational activities to assure ability to profit from vocational instruction.

E. To provide instruction and practice in corrective and remedial procedures.

III. PROCEDURES

The institute program was designed to prepare vocational teachers to assume responsibilities as instructors in a projected pre-vocational occupational core program for rural underachieving junior high school students. To accomplish this the basic procedure of this institute was twofold. The first procedure was to provide a demonstration class where a model program would be developed with a group of rural disadvantaged junior high school students. The second procedure was to provide a program of instruction for the teacher-participants that would prepare them to assume the role of instructor in a similar class in several schools in Delaware if in the future such a program is instituted.

Twenty underachieving children, who were classified by the Newark Special School District as disadvantaged, were selected to participate in a demonstration class. One of the objectives this class was to serve was as an experimental unit for trying out the pre-vocational occupational core curriculum. Occupational core curriculum materials were constructed in order to explore the possibilities for program development that would functionally serve the needs of rural disadvantaged junior high school children. Development of this curriculum was to serve two functions. First, was to motivate disadvantaged youth through an interest in an occupational area and thus prevent drop-out before vocational training could commence. The second function was to find ways to relate academic subjects to occupational activities through a core curriculum.

Measurement of pupil progress for the six weeks was both objective and subjective. These measurements included the Gates Reading Survey, Differential Aptitude Tests, Taped Interviews, Student Questionnaire, and pre- and post-analyses of written and dictated stories.

Seventeen vocational teachers were selected as teacher-participants in the institute. The program developed for the teachers included three basic goals:

A. Orientation to the needs, characteristics, and problems of the disadvantaged.
B. Instruction in corrective and remedial procedures.
C. Acquainting them with skilled and semi-skilled occupations to be used in motivating the disadvantaged.

These goals were accomplished by providing a varied program which included the following:

Formal classroom instruction
Guest lecturers
Collateral reading

Field trips to poverty areas and agencies

Public seminars

Teacher-participant writing of occupational booklets

Supervised practice teaching of the disadvantaged

IV. CONCLUSIONS

A. Vocational teachers can be oriented to the needs, characteristics, and problems of disadvantaged junior high school students in a six-week institute.

B. A pre-vocational core curriculum centered around the study of occupations can be successfully employed in a pre-vocational program to motivate the disadvantaged.

C. Vocational teachers are interested in and capable of profiting from instruction and practice in corrective and remedial procedures.

D. The academic subject matter can be correlated with vocational activities in a manner profitable to disadvantaged junior high school students.

E. Vocational teachers were successful in using their knowledge of skilled and semi-skilled occupations to motivate disadvantaged children.

F. Vocational teachers with relatively minimal writing skills can prepare occupational booklets that are motivating, interesting, and at the instructional level of disadvantaged junior high school students.

G. The institute proved to be too short to satisfactorily accomplish all of the objectives outlined for this institute.

H. The teaching pattern of lectures, demonstrations, and practice proved to be a suitable method.

I. Results of the Minnesota Teachers Attitude Test indicate that the vocational teachers in this institute were average in their attitudes toward teaching.

J. Six weeks proved to be an adequate amount of time to introduce corrective and remedial procedures to teacher-participants. It proved to be an inadequate amount of time to prepare teachers to independently carry out corrective and remedial procedures.

K. The program planned and executed in this institute proved to be generally effective and well received by the teacher-participants.

L. The program planned and executed in the demonstration classroom was generally well received by the disadvantaged junior high school students who participated in the demonstration classroom.

M. Guest speakers and public seminar speakers were particularly effective in their contributions to the institute program.

N. The pre-vocational occupational core program planned and executed during the course of this institute appeared to be an effective program to prepare disadvantaged junior high school students for entering into vocational high schools.

O. Certain subject matter concepts can be taught within the framework of a pre-vocational occupational core program.

P. Home management and cultural enrichment can be effectively incorporated into a pre-vocational occupational core program.

V. PUBLICATIONS

Bachman, David B., Auto Mechanics, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Bradley, Frank and Holden, Elroy, Beauty Culture, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Caudle, Barbara and Schell, Shirley, Recreation, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Fisher, Roger and Jackson, Joseph, Carpentry, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Floyd, Mary and Heather, Patricia, Smith, Dorothy, Nursing, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Holden, Claudia and Williams, Florence, Waitress, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Lightner, Howard and Phillips, Thomas, Technical Drawing, unpublished booklet prepared at the

Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Lutton, Henry, Automobile Mechanics, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Marvil, C. Burns, Retail Selling, Opportunities Unlimited, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

Matz, William A., Bricklaying, unpublished booklet prepared at the Pre-vocational Institute, Reading Study Center, University of Delaware, 1965.

I. STATEMENT OF THE PROBLEM

Many Delaware disadvantaged rural children and those from other states have the potential to profit from vocational education. They are often denied this vocational training either because they drop out before the tenth grade or they do not have the essential basic education for entry into vocational school. There are many causes for this problem:

1. These students see no relevance between the education they are receiving and their life needs.
2. Many of these students cannot read, or read very poorly. This frustrating situation may result in humiliating failure in school and abuse from peers and parents.
3. Many teachers fail to understand the needs and problems of this group. Failure to understand is tantamount to failure to provide the means of meeting the needs of this group.
4. Few junior high school teachers have the necessary skills to provide needed remedial instruction. Furthermore, most classes are too large to provide meaningful remedial instruction in the typical Delaware junior high school.

This teacher-training institute was proposed with the intention of preparing a pre-vocational program which would help alleviate or eliminate the preponderance of the inadequacies listed above. The five objectives listed in the proposal were designed to correct a portion of the deficiencies in the education of disadvantaged rural children.

II. OBJECTIVE

A. Orientation of Teachers to the Needs, Characteristics, and Problems of Disadvantaged Youth.

It was felt that the teacher-participants in this institute should spend the first week getting acquainted with the needs, characteristics, and problems of disadvantaged youth. The program outlined below was designed to accomplish this objective.

1. Procedures:

   a. Required Reading: An extensive bibliography on the disadvantaged was prepared and distributed to the teacher-participants. They were urged to read as many of these articles as possible. Much of this reading was accomplished during the first week, but the reading continued throughout the six weeks. Many of the articles were available in the classroom. Those that were not available in the classroom could be obtained at the University library. In addition to the bibliography, a number of occupational booklets, pamphlets, articles, government publications, and other materials were available in the classroom for the teacher-participants to use*. These publications were used extensively by the teacher-participants in the preparation of the booklets which were produced during the institute.

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* see appendix I

b. Guest Lecturers: Guest lecturers were invited to address the teacher-participants. The lecturers who participated were men and women who had had extensive experience in working with the disadvantaged or who had experience in some other field closely related to the problems and needs of the disadvantaged. The lecturers who addressed the teacher-participants were

1) Dr. Berj Harootunian: Dr. Harootunian was formerly director of People's Settlement House in Philadelphia. He is presently a professor of education in research at the University of Delaware. In this position he has conducted research studies related to the disadvantaged and the problems of the disadvantaged.

2) Dr. Harold Brown: Dr. Brown is professor of sociology and urban affairs at the University of Delaware. As a sociologist, he is familiar with the problems and the impact on society of the disadvantaged population. As a professor of urban affairs, he has studied extensively problems of inner-city groups.

3) Dr. Wallace Maw: Dr. Maw is professor of education at the University of Delaware. He has contributed a number of outstanding research papers in the area of "curiosity." His research has brought him into contact with all types of children, including children from high and low socio-economic neighborhoods. His lecture explored possibilities of developing curiosity and exploratory behavior in children from the lower socio-economic neighborhoods. He also covered the characteristics found in these children.

4) Barbara Kemp: Barbara Kemp works in the office of Health, Education, and Welfare. In this position she has had opportunities to work with government sponsored research on the disadvantaged. She has also contributed a paper entitled, "The Youth We Haven't Served: A Challenge to Vocational Education." Her lecture challenged the teacher-participants to recognize the great need for improved vocational curricula.

5) Dorothy Banton: Mrs. Banton is the superintendent of the Woodshaven-Kruse

School in Delaware. As an educator, Mrs. Banton has worked closely with children who would be classified as economically deprived. Her lecture covered problems which are encountered with disadvantaged youth in a school situation.

6) Dr. Margaret Seitz: Dr. Seitz is connected with the Employment Security Service in Wilmington, Delaware. Her lecture covered areas relevant to the necessity of pre-vocational training.

c. Field Trips: Teacher-participants were taken on a number of field trips. The purpose of these trips was to acquaint the teacher-participants with the 1) conditions under which many disadvantaged youth live, 2) type of things being done in the city of Wilmington to help the disadvantaged, 3) job opportunities which would be available to the disadvantaged in the Wilmington and Newark area if the disadvantaged were prepared to accept the job opportunities.

The teacher-participants visited the following places during two field trips taken that first week:

1) Wilmington Youth Opportunity Center: The teacher-participants learned that the

Opportunity Center provides the following services to disadvantaged youth:

a) Counseling Service: Helps youth plan for long-range programs.

b) Testing Service: Aptitude test battery, part of counseling service.

c) Training Programs: Both within the area, such as the MDT program; and for jobs outside of Wilmington in the Job Core.

d) Placement Service: Places youth in jobs for which they are suited.

e) Referral Service: Youth Opportunity Center refers disadvantaged youth for medical, dental, speech, etc., correction.

2) People's Settlement Association: The institute teacher-participants visited People's Settlement Association in Wilmington to become familiar with the program that this organization offers for the disadvantaged youth in the neighborhood. The director, Mr. James Sills, indicated to us that the Settlement Association engages in the following activities:

a) Pre-School Center: This is a program for children ages three to four. It is designed to prepare them, both intellectually and socially, for a better adjustment to school life.

b) School-Supported Programs: The Settlement Association has sought to supplement the work of the school by expanding its group of services into the schools of the East side of Wilmington. They provide tutorial service, clubs, arts and crafts programs, drama programs, and trips to cultural centers.

c) Play Ground Facilities: The Association provides, maintains, and equips play ground facilities for the use of the children in the neighborhood. Many, if not most, of the children in this neighborhood are disadvantaged.

d) East Side Men's Club: The Settlement sponsors a men's club to encourage the men in this area to be concerned about the larger problems of their community.

e) Summer Day Camp Program: The Association operates a summer day camp program for six weeks each summer. In this camp recreation as well as counseling service is provided.

f) Group Work and House Activities: The Association focuses a great deal of attention on groups of children, teen-agers, and adults in small group activities. At the present time they maintain approximately 16 to 20 clubs. They attempt to foster social, cultural and intellectual growth in the children.

g) Weekend Work Camps: In this program, Negro and white students are selected to live in the Settlement House for a given weekend while participating in the neighborhood work projects such as painting, repairing, and renovating neighborhood homes.

3) Avon Factory: The manager of this factory gave the teacher-participants a guided tour and described some of the job opportunities available in that factory:

a) Correspondents
b) Mail Clerks

c) Accounting Clerks
d) Key Punch Operators
e) Teletype Operators
f) Account Supervisors
g) Clerk-Typists
h) Secretaries
i) Order Editors
j) IBM Operators
k) Assemblers
l) Checkers
m) Packers
n) Scalemen
o) Warehousemen
p) Fork Lift Operators
q) Receiving Clerks
r) Traffic Clerks
s) Shipping Clerks
t) Mail Readers
u) Switch Board Operators
v) Payroll Clerks
w) Janitors

4) West Virginia Pulp and Paper Company: A guided tour was conducted by members of the management staff. The teacher-participants learned of the following job opportunities:

a) General Helpers
b) Sheeter Operator, Printing

c) Stripper-Baler, Finishing
d) Cutting Operator
e) Cutting Helper
f) Glue Machine Operator
g) Glue Machine Helper
h) Wax Machine Operator
i) Wax Machine Helper
j) Case Sealer
k) Supply Man
l) Lift Truck Operator
m) Shipping and Receiving Clerk
n) Dye Maker, Printing
o) Press Helper
p) Plate Maker, Printing
q) Feeder Operator
r) Pressman
s) Secretary-General Manager
t) Secretary-Customer Service
u) Stenographer
v) Typists
w) Switch Board Operator
x) Cost Accountants
y) Payroll Clerk
z) Custodian
aa) Key Punch Operator

d. Demonstration Classroom: The institute had a demonstration classroom of 20 rural socioeconomically disadvantaged junior high school children. The purpose of this demonstration classroom was to demonstrate to the teacher-participants the type of program that we felt would be effective. This program is explained in detail in section II D of this report. Expert vocational, guidance, and reading teachers conducted the program in this demonstration classroom. Teacher-participants had an opportunity to observe how this program worked and why it worked. They were also given opportunities to actually work with these children under the guidance of the expert staff members.

e. Public Seminars: Three public seminars were conducted at the University of Delaware as a part of the institute. It was felt that since Delaware has many economically and educationally disadvantaged youngsters, the general public should be appraised of the implications of this fact. It was further believed that social and economic problems which this group could cause the state in the years ahead required the co-operation and understanding of the leaders in the different communities and particularly the educational leaders in the state of Delaware. Fourteen hundred letters of invitation* and fliers* announcing the seminars were sent to the following groups:

1) Wilmington Council of Churches
2) All State Department Education Administrators
3) All School Administrators throughout the state

The invitation was extended to the public at large through radio and press releases.

Three outstanding educators were invited to participate as speakers at the three seminars. On July 2nd, Dr. Ruth Hayre, District Superintendent, Philadelphia Public Schools, spoke on the subject, "Reaching and Teaching Disadvantaged Youth*." On July 9th, Dr. Muriel Crosby, Assistant Superintendent, Elementary Education, Wilmington Public Schools, spoke on the subject, "An Adventure in Human Relations*." At the concluding seminar on July 16th, Dr. Louis Raths, Distinguished Service Professor, Newark State College, Union, New Jersey, spoke on the topic, "Emphasis on Thinking*."

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* see appendix II

All three of the public seminar speakers have had extensive experience in working with the disadvantaged in various areas of the country. The addresses which they delivered were well received by the public. Combined attendance at the seminars was over three hundred.

As a measure of the effectiveness of the public seminars, it should be added that several letters of commendation were received regarding the effectiveness and timeliness of the addresses which were delivered. In several instances, copies of the speeches were requested so that they might be used with teachers who are working closely with disadvantaged youth.

f. Problem Solving Conferences: A problem solving conference is a method, as the name implies, of getting students and teachers to think about the problems which confront them, talk about these problems, and come to some conclusions about how to solve the problems which they have. This problem solving technique was developed by E. Hall Downes as a method of solving problems among industry supervisors and managers. The method was so effective with these people that Mr. Downes felt it might prove to be a valuable teaching tool with the disadvantaged. With this in mind, the method was taught to the teacher-participants in the institute. The method was also used in the demonstration classroom. Mr. Downes employed a three-phased approach in teaching this method:

1) Lectures: Mr. Downes delivered a series of lectures detailing the procedures and techniques necessary to the employment of this technique.
2) Demonstrations: Mr. Downes then demonstrated how this technique would work. A problem was proposed which was relevant to the institute. The causes were then given. Solutions were sought from the teacher-participants. Following solutions, a critique was made of the effectiveness of the person conducting the problem solving conference.
3) Practice: The teacher-participants had learned the proper procedures for utilizing this method. They had been shown how the method worked by an expert. They then practiced this method. Each

teacher-participant was required to formulate a problem concerning the disadvantaged. They then used the problem solving technique by seeking the causes of a problem, and eliciting the solutions from their fellow teacher-participants.

Finally, an evaluation was made of the effectiveness with which the problem solving technique was used. Each teacher-participant had an opportunity to personally conduct a problem solving conference. Each teacher-participant had numerous opportunities to participate as members of the problem solving body. Thus, the teacher-participants gained considerable experience in the employment and use of this technique.

This technique can be used as a teaching technique among the disadvantaged. If it is properly used, it can be an important adjunct to good teaching.

2. Findings:

The attainment of this objective does not lend itself readily to quantative analysis. Nevertheless, some quantative finding regarding the attainment of this objective can be mentioned. Other subjective findings will also be discussed.

a. Required Reading: Teacher-participants were required to keep a daily log of the books, articles, and pamphlets which they had read. A list of the teacher participant reading may be found in the appendix. This list must be considered incomplete in view of the fact that some of the teacher-participants failed to maintain accurate daily logs of readings.

Analysis of the incomplete logs indicated that the reported readings fall into six main categories:

	Number of Readings
1) readings on disadvantaged--general	41
2) readings related to occupational areas	21
3) readings on writing techniques	3
4) readings on corrective and remedial instruction procedures	8
5) readings in education in general	12
6) other	12

b. Group Questionnaire: The group questionnaire yielded the following findings:

1) Teacher-participants indicated that their overall expectations regarding content of lectures and other activities was "good."

2) Teachers indicated that an adequate balance was maintained between theory and practice.

3) Teachers indicated that learning that resulted from lecture and discussion sessions was "good."

4) Teachers indicated that direct learning from outside speakers was from "very good" to "good."

5) Teachers indicated that the extent to which the outside speakers were integrated into the total program was from "very good" to "good."

c. Demonstration Classroom: In evaluation sessions with the teachers held during the last two days of the institute, the teachers stated that the use of the demonstration classroom of disadvantaged youth as an integral part of the institute, was very valuable. They added that it acquainted them with the needs, characteristics, and problems of the disadvantaged from a very practical point of view. They felt this true because many opportunities were provided for the teachers to become personally acquainted with the disadvantaged children.

1) Teachers frequently had lunch with these children.
2) Social activities were provided in which the teachers and the children from the demonstration classroom participated together.
3) Initial preparation of occupational booklets provided opportunities for the teachers to work closely with these children.
4) Practice teaching in this demonstration classroom provided further contacts with the children.

All these opportunities added up to an excellent chance for the teachers to become better acquainted with the needs, characteristics, and problems of the disadvantaged children from first hand experience.

d. Field Trips: Field trips in which the teachers participated in two instances were in conjunction with the disadvantaged children. The teachers had an opportunity to become acquainted with the facilities that are available in this community to help disadvantaged children. They visited the Wilmington Youth Opportunity Center and the People's Settlement Association. They took a field trip to pockets of poverty in the Wilmington area and visited factories where they learned the occupations that might be available to the disadvantaged child. Before making these field trips teachers discussed what they might see and what they might expect. During the actual field trip itself, they had opportunities to ask questions, make observations, discuss problems and procedures with people who had been working with the disadvantaged youth for many years. All of these opportunities provided a first hand experience with the needs, characteristics, and problems of the disadvantaged.

e. Public Seminars:

1) Several local educators requested copies of the speeches presented at the public seminars.

2) Frequent comments were made both by guests, staff members, and teacher-

participants about the relevancy and timeliness of the speeches presented at the public seminars.

3. Conclusions and Recommendations:

The following conclusions appear warranted from an analysis of the findings:

a. Conclusions:

1) Lectures, public seminars, and other help provided by outside speakers was effective and worthwhile to teacher-participants.

2) The combination of guest speakers, public seminars, staff, and practical experiences provided a program that enabled the teacher-participants to gain necessary knowledge of the disadvantaged.

3) The high rating given to the effectiveness of these guests suggested that this phase of the program was well planned and particularly effective in acquainting teachers with the needs, characteristics, and problems of the disadvantaged.

4) The overall effectiveness of the institute in attempting to acquaint the teachers with the needs, characteristics, and problems of the disadvantaged must be considered effective.

5) Teacher evaluation of the demonstration classroom indicates that this phase of the program provided an excellent chance for the teachers to become well acquainted with the needs, characteristics, and problems of the disadvantaged.
6) Field trips were particularly effective in acquainting teachers with the types of programs available to the disadvantaged. Field trips also were effective in acquainting teachers with the type of home backgrounds from which many of the disadvantaged come.
7) Public seminars were viewed by local educators, lay public, and institute personnel as particularly valuable.

b. Recommendations:

1) The bibliography on disadvantaged might have been more effective if it had been more selective. It this institute were to be replicated, the following required reading plan would be recommended:
    a) The bibliography would include no more than ten books on the disadvantaged.
    b) The bibliography would include no more than thirty articles from journals and periodicals.

c) All entries in the bibliography would be screened to include only the best books and articles published.

d) Teacher-participants would be required to read carefully two or three of the books and to read a number of the articles representative of the total.

This plan would be more effective for it would insure a certain amount of thoroughness and a minimum amount of overlap in readings. This more intensive effort could provide the basis for inter-student panel discussions and sharing sessions regarding the merit of the ideas advanced in certain specific books and/or articles.

The list would also be short enough so that one could reasonably expect some students to read all of it, and all students to read the recommended portion of it.

This would also insure a type of quality control, since only the most relevant, cogent, scholarly, and accurate books and articles would have been included.

2) It is recommended that future institutes follow a similar program in acquainting teachers with needs, characteristics, and problems of disadvantaged. The combination of field trips to poverty agencies and areas, wide reading of relevant literature, expert lecturers, and demonstration classrooms of disadvantaged youth is an effective combination for acquainting teachers with the needs, characteristics, and problems of disadvantaged youth.

3) It is recommended that in an institute of greater length the following things may be effective in accomplishing an objective similar to this one:

   a) Provide opportunity for the teachers to spend a week living in or near a poverty area and doing volunteer work with an agency such as People's Settlement Association.

   b) Weekly home visitations to a family of disadvantaged as an educational tutor.

   c) Individual or group case studies of poverty areas.

B. To Explore the Possibilities in Program Development that Serve the Needs of the Disadvantaged

Many Delaware disadvantaged rural children have the potential to profit from vocational education. They are often denied the vocational training they need because they drop out of school before the tenth grade or they do not have the essential basic education for entry into vocational school.

One of the major objectives of this institute was to explore the possibilities in program development that would overcome this problem.

The program developed in the demonstration classroom was a pre-vocational program centered around the core of occupations studied.

The terms "core curriculum" or "common learnings" are frequently used to indicate a form of integrated curricular organization different from that of the separate subjects or instructional fields. This type of organization may occupy large blocks of time or even the entire day to accomplish an objective. In secondary schools it more frequently appears as scheduled class time extending over two or more periods.

The institute program was designed to meet the common needs of rural disadvantaged junior high school students. The basic core of the program was the study of occupations. Special emphasis was put upon motivating students to have an interest in an occupation or an occupational area. This was done through group experiences and individual experiences. At the same time an effort was made to remedy the deficiency in basic learning skills. It was hoped that this approach would preclude the likelihood of these students dropping out of school before they could enter into a vocational program.

An attempt was also made to include within the framework of the occupational core such processes and products as the language arts, mathematics, home management, and to a lesser extent, science, history, and geography.

1. Procedures:

   a. Group Experiences: An occupation or cluster of related occupations was selected by the students and the teachers based on three conditions. First, local and state demands were considered for a given occupation. Then, allowance for individual student interests were made. Finally, general needs of the total United States labor market in the skilled and semi-skilled vocations were taken into consideration.

   The presentation of each occupational study was then developed in three phases.

This session involved pupil purpose setting activities for a film, film strip, guest lecture, or field trip. Thus personal reasons for reading, seeing, and listening were established. The introductory phase was followed by the appropriate activity to study the occupation or occupational cluster and to find answers.

The second phase was planned to give the student an opportunity to see what skills are needed to perform a given job, to discover the liabilities and assets of that job, and to gather other related information regarding the job.

The third step taken to cover a given occupation was a follow-up activity. The follow-up session was essentially the language arts phase of the program*. It involved such language-experience activities as discussion, dictating, and writing. This three-pronged approach was used with each occupational experience.

1) Orientation: Before visiting an industry, trade, or business, before viewing any films, or before listening to a guest speaker, pupil purpose

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* see objective I

setting activities were held. These discussions included such lead questions as:

What do you expect to see at___?

What jobs do you think they will tell us about?

What other related things do you want to ask Mr. ____ about?

The students would then draw up a list of questions they wanted to ask. This form of anticipating and predicting became a strong source of motivation and stimulated class discussion and interest. The prediction method is essentially a special feature of inquiry training and is a part of the DRTA method used in directing a reading-thinking activity*. The following is a list of general guide questions developed by the class and used in most orientation or purpose setting discussions concerned with jobs:

What is the salary?

What are the opportunities for advancement?

Is the pay on an hourly or commission basis?

* see objective 5 for a discussion of the DRTA method

Are travel expenses provided?

What extra expenses are involved (tools, clothing, etc.)?

Are there any bonuses that may supplement one's salary?

What are the duties?

What are the demands placed on one by his boss?

What extra duties are involved after working hours?

Is the job seasonal?

Is the work available in local areas?

How much education is required?

Does the job require special training?

Where can one get the necessary training?

Will the training be at the worker's expense or at the expense of the company?

What personality characteristics are essential in the job?

What physical defects will prevent a person from entering a field?

What are the fringe benefits?

2) The Activity: After the children had set purposes relative to a particular vocation by speculating about possible

answers they were ready to get the answers to their questions. The following is a list of the places visited, films viewed, and guests heard. Also included in a listing of some of the jobs that were seen.

a) West Virginia Pulp and Paper: West Virginia Pulp and Paper is a local industry that designs, manufactures, and prints boxes and other containers. Occupations seen were:

(1) Administration
(2) Accounting
(3) Secretarial
(4) Warehousemen
(5) Pressmen (offset printing)
(6) Pressman's Helpers
(7) Packers
(8) Inspectors
(9) Die Men
(10) Waxers
(11) Laborers
(12) Machine Operators
(13) Air Hammer Men

b) Avon: Avon plant primarily distributes cosmetic products in a six-state surrounding area. Some of the occupations seen were:

(1) Administration
(2) Accounting
(3) Secretarial
(4) Shippers
(5) Assembly Line Personnel (order filling)
(6) Truck Drivers
(7) IBM Key Punch
(8) IBM Operator
(9) Warehousemen
(10) Checkers
(11) Packers
(12) Addressograph Operators

c) Newark Lumber Company: The Newark Lumber Company is a retail and wholesale distribution center for building materials and supplies. Some of the occupations seen were:

(1) Sales
(2) Planning
(3) Secretarial
(4) Truck Drivers
(5) Yardmen
(6) Cabinetmaker
(7) Manager
(8) Cashier
(9) Carpenters

(10) Bookkeeper
(11) Saw Operators
(12) Laborer

d) Porter Chevrolet: Porter Chevrolet retails automobiles and trucks. In their garage repair and body maintenance work is done. Some of the occupations seen were:

(1) Sales (new and used)
(2) Office (secretarial)
(3) Mechanics
(4) Parts Man
(5) Servicing
(6) Body Mechanics

e) Diamond State Telephone: This company is a communications service division of the Bell Telephone System. Jobs seen included:

(1) Receptionist
(2) Stenographer
(3) Telephone
(4) PBX Operator
(5) Typist
(6) Lineman, Cable-Splicer
(7) Telephone Installers
(8) Administrators

f) University of Delaware Maintenance: Several hundred men work in the maintenance department at the University. The jobs seen by the members of the class were:

(1) Administration
(2) Security
(3) Carpentry
(4) Plumbing
(5) Grounds Keepers
(6) Painters
(7) Electricians
(8) Cabinetmaker
(9) Machinery and Equipment Maintenance
(10) Warehouseman

g) University of Delaware New Construction: Currently the University is in the process of constructing several types of structures. The old library is being remodeled to be used as offices and classrooms. Mitchell Hall, a large auditorium, is being expanded. Several dormitories are under construction on the west end of the campus and six new dorms are nearly complete on the east side of the campus.

New athletic facilities are being built near the staduim. The boys in the class saw the following jobs while touring the construction sites:

(1) Surveyors
(2) Bricklayers
(3) Tile-Setters
(4) Carpenters
(5) Electricians
(6) Plumbers
(7) Pipe-Fitters
(8) Welders
(9) Painters
(10) Laborers
(11) Plasterers
(12) Truck Drivers
(13) Heavy Equipment Operators
(14) Concrete Form Setters

h) Films: It was a policy of the institute staff to use as many teaching media as possible. Films were used to present curriculum objectives in an interesting, lucid, and effective manner. Films employed with these children were:

- (1) Your Junior High Days
- (2) Junior High--Time of Change
- (3) Job Opportunities for the Negro in the Wilmington Area
- (4) This Town Sure Has Changed
- (5) Tommy Looks at Careers--Trucking
- (6) Knowledge and Skills
- (7) Case of the Bewildered Bride
- (8) Red Wagon
- (9) Through the Mirror (Selling)

i) Guest Speakers: The following guests spoke with the children concerning their business or place of employment:

- (1) Mr. Peek, manager of the local Grant's Store, spoke on the breakdown ot the retail selling occupations found at Grant's. Job areas covered included:
  - (a) Stock Boy
  - (b) Cashiers
  - (c) Restaurant Short-order Cook
  - (d) Counter Girls
  - (e) Sales Personnel
  - (f) Truck Drivers
  - (g) Managers
  - (h) Assistant Managers

(2) Molly Keys, a local beautician discussed, for girls only, education requirements, State requirements, and health requirements for beauticians. She demonstrated beauty culture procedures, and discussed the following duties:
  - (a) Hair Styling
  - (b) Shampoos
  - (c) Cutting
  - (d) Waves
  - (e) Permanents
  - (f) Dyes
  - (g) Tints
  - (h) Bleaches

(3) Mr. Pierce, director of maintenance at the University of Delaware, discussed the duties, salary, requirements, opportunities for advancement, working conditions, and fringe benefits of the following jobs at the University:
  - (a) Electricians
  - (b) Carpenters
  - (c) Plumbers

  - (d) Grounds Keepers
  - (e) Custodians
  - (f) Security
  - (g) Secretaries

3) Follow-Up: In general, follow-up activities were some type of language-experience which has been explained in objective number four. The follow-up activities included group discussion and sharing, individual dictated accounts and/or written accounts. Sometimes it was necessary to set the pace of the individual accounts with guide questions. Some guide questions used were:

   a) What things about this job interest you most?

   b) Why would you or would you not like this kind of work?

   c) If you had your choice, would you prefer West Virginia Pulp and Paper or Avon?

   d) Of all the jobs you have seen, which one would you like to do? Why?

   e) What are some of the advantages of working for the University instead of working for private industry?

It was the job of the teacher to elicit certain ideas from the pupil. These included specific details such as job qualifications, pay, and general interest or appeal. This directing was necessary in order to determine the nature of the information the pupil was getting and the accuracy of the information.

b. Individual and Small Group Experiences: Vocational experiences were developed through individual and small group projects. Most of the time boys and girls were segregated for these activities. Following is a description of some of these activities:

1) Girls:
    - a) Special Project - Picnic
        - (1) Shopping, preparation, and shared social activity
        - (2) Budget planning
        - (3) Manners, etiquette, and serving
    - b) Sewing Shifts:
        - (1) Shopping for fabric: the range of selections that might be given each student. Ways to evaluate what one usually wore, what would look better.

(2) Choosing a pattern: one pattern was selected with simple adjustments from 26" to 37" bust.

(3) Background preparation and cultural enrichment: the reason for shift design, its versatility and use in some foreign cultures and how the basic shift pattern has been used for centuries in these cultures.

(4) Placement of pattern: this dealt with preparation of pattern for cutting fabric.

(5) Cutting and stitching: placement of pins and setting up machines for stitching.

(6) Ironing: setting up ironing boards for seam pressing.

(7) Pins-basting: readiness of chalk or pencil for light marking of stitching lines over properly placed pins.

c) Hairstyling: the possibilities for shampooing hair and setting hair were explored.

            - (1) Setting hair with a hair spray
            - (2) Shampooing hair, rolling and drying hair (portable dryer)
        - d) Luncheon preparation:
            - (1) Preparation and service of a luncheon to group
            - (2) Learning to prepare food, set table, and receive guests
    - 2) Boys:
        - a) Background preparation
            - (1) Group discussion covering the type of project to be made. All possibilities were listed on the chalkboard and then each student selected a project suitable to his ability.
            - (2) Materials were discussed, advantages and disadvantages of each were explored.
            - (3) Costs and construction methods were worked out in detail.
            - (4) A drawing was made to be used as a guide to build the project.
        - b) Woodworking:
            - (1) Use of the basic hand tools, jack plane, copping saw, block plane, try square, and rules

(2) Bill of materials: the construction of a bill of material to be used in ordering, computing costs of material to find board feet and to figure total costs.

(3) Safety: shop safety covering personal behavior, the care and use of hand and machine tools, cleaning of the shop and machines.

(4) Wood finishing: staining and applying the finish coat.

c) Plastics:

(1) The use of hand tools to work plastic. Some of the hand tools used were copping saws, hand sanders and files.

(2) Designing a key chain ornament. Some basic design principals and suggestions for projects.

(3) Safety: safety in the use of hand and machine tools

(4) Machines: use of the drill press and jig saw

(5) Individual projects included key chain ornaments, bird house,

book racks, weather vane,
boomerangs, and TV tables.

2. Findings:

One of the objectives of the institute was to explore the possibilities in program development that serve the needs of the disadvantaged. Following is a list of the findings relevant to this objective:

a. The examples of dictated and written stories* obtained from the students show that the occupational core did meet some of the needs of disadvantaged children.

b. Pre- and post-taped interviews concerning student knowledge of occupations showed that after six weeks of pre-vocational occupational training children in the demonstration classroom could:

   1) Talk longer about occupations (average increase of two minutes)

   2) Name more occupations (average increase of 4)

   3) Discuss occupations more intelligently (named limitations, approximate wages, qualifications, etc.)

c. The student questionnaire indicates that the children were more aware of occupations at the end of the six weeks of training than they were prior to receiving the training. Only five percent indicated they were not more aware of different occupations.

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* see appendix IX, X, and XI

d. Only 20 percent of the students indicated they were not more sensitive to the importance of their school record.

e. The interest and enthusiasm generated by the individual projects suggests this type of a program does meet some of the needs of the disadvantaged.

f. The disadvantaged children were strongly attracted to the field trips to various local businesses and industries.

g) The appearance of guest lectures from local businesses and/or trades was not received with enthusiasm.

3. Conclusions and Recommendations:

   a) Conclusions:

      1) The occupational core program appears to help disadvantaged students overcome their lack of direction in pursuit of an occupational goal.

      2) The language arts program, as related to the occupational core, was successful in refining and extending communications skills. This is evident from an examination

of written and dictated stories as well as from an examination of the interview tapes.

3) Since students are now more aware of occupational areas that may be relevant to their future life needs the probability of these students entering vocational training in the future would appear to be enhanced.

4) Since this occupational program served to make the students more aware of the importance of their school records it may be hoped that the possibility of future dropouts from this group will be reduced.

5) The inclusion of such active and interesting learning activities as field trips (to secure occupational information) and individual projects appears to be a vital ingredient in the pre-vocational occupational program designed and executed during the course of this institute.

6) The program presented to these students appears to have an advantage over the traditional school programs provided for disadvantaged junior high school

students. This program appeared to generate genuine interest and enthusiasm.

b. Recommendations:

1) It is recommended that field trips and individual projects be included as an integral part of this or any similar program.

2) It is recommended that language arts program include the use of the language-experience approach and the inquiry approach as an important method for improving the communication skills of disadvantaged students.

C. Acquainting Teachers with a Variety of Skilled and Semi-Skilled Occupations to be Used in Motivating Disadvantaged Youth

1. Procedures:

An objective in this institute was to acquaint teachers with a variety of skilled and semi-skilled occupations that might be available to disadvantaged youth. The accomplishment of this objective was directly related to the program planned for the teacher-participants. The institute was essentailly a two-phased program.

This section of the report will describe what was done to acquaint teachers with the skilled and semi-skilled occupations and how these occupations might be used in motivating disadvantaged youth. The accomplishment of this objective must be seen in relationship to the demonstration classroom which was used as an exemplar of an occupational core curriculum. The things that were done in this demonstration classroom were obviously relevant to what was done with the teachers.

It was believed that many of the disadvantaged youngsters in the demonstration classroom were not familiar with the opportunities that might be available to them and so lost interest in school training that might make such aspirations possible. One reason they were not acquainted with the variety of job opportunities available is that many vocational teachers and junior high school teachers are unfamiliar with the range of job opportunities available. Consequently, an attempt was made to familiarize both the students and the teachers with these occupations. The following program was designed to accomplish this objective with the teacher-participants.

a. Relevant Occupational Literature: In order to acquaint the teacher-participants with the job opportunities available, approximately 2,000 pieces of literature, describing over one thousand occupations. were made available in the classroom. Instructors presented these materials to the teacher-participants and guided their use in the preparation of occupational booklets.

b. Writing Occupational Booklets: Once the teacher-participants had sampled a range of the available occupational literature, they were directed to concentrate on a particular area of their choice*.

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* see appendix IV

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The background information thus gained served as raw material from which a new presentation was prepared suitable to the reading and experience levels of disadvantaged youth. The teachers worked singly or in groups of two or three, writing and illustrating a booklet on one occupational area. The teachers worked on these booklets from the beginning of the second week to the end of the institute.

During the process of writing these materials, they kept in close contact with the students in the demonstration classroom. As a section was completed, the teachers tried the material out on the students in the demonstration classroom. Thus, they were able to determine the applicability (the readability and understandability) of the material to the students at various stages in the writing process. This procedure was thought necessary because few occupational materials are written with reference to the reading achievement level of most disadvantaged youth.

The final stage was to try out the completed booklet on the group of disadvantaged youth. Final revisions of the occupational booklets were made on the basis of information received in this final teaching session with the disadvantaged students and on the basis of advice and guidance provided by the staff.

The advice and the guidance of the staff was particularly necessary. Since most of these teachers had little or no experience in the preparation of materials, they ran into problems of organizing information, illustrating, readability, grammatical usage, phrasing of questions, and various other difficulties commonly experienced by tyro writers. Consequently, in the initial stages of preparation they sought counsel from the staff. All staff members were involved in these counseling sessions.

Mr. Cramer, who worked directly with the teachers in the preparation of the booklets, was closely involved in this counseling. However, at times a fresh perspective in terms of counsel and advice was needed. It was at times such as this that the director of the institute, Dr. Stauffer, and the language arts consultant, Dr. Henderson, were particularly helpful to the teacher-participants. Dr. Stauffer worked individually with many of the students in the preparation of their booklets. In addition to this, he gave several informal lectures during which he discussed writing and illustrating techniques. Dr. Stauffer is uniquely qualified to do this since he is the senior author of the Winston Basal Reading Series consisting of over 50 volumes. Dr. Henderson also provided very similar informal lectures as did Mr. Cramer.

The question may be asked, "What was the basis of selection of the areas covered in the occupational booklets produced by the teacher-participants?" The answer to this question lies in the following generalizations: There exists today a need for certain skilled and semi-skilled employees. Furthermore, future estimates suggest a growing demand in an increasing number of specific job classifications. The occupational categories that are considered future demand areas are as follows:

carpenters
mechanics
repairmen
trainmen
stationary engineers
plumbers
electricians
telegraph and telephone linemen

A recurring theme of current leaders of job preparedness emphasizes the need for mastering basic vocational competencies which provide the future employee with a flexible employment potential.

Since today two out of three individuals are employed in eight general occupational categories, it was considered reasonable to focus attention on these demand areas. It was believed that projected growth in these occupational categories was relatively certain. These booklets attempted to detail the general vocational competencies necessary for a particular occupational area. The specifics of any particular job were described. An attempt was also made to motivate the student who would read this booklet. This was done by describing and illustrating the life that a carpenter or bricklayer, for example, might be able to afford.

c. Testing Program: A study of score patterns assembled from test data served as useful exemplars for teacher-participants. Teacher-participants were able to see how test data might be used in guiding or directing disadvantaged youth. Mr. Willis Proctor, a guidance instructor, directed the teacher-participants in discussions and lectures concerning the usefulness and application of this test data. The test data discussed in these sessions were derived from the following tests:

Stanford-Binet and/or
Wechsler Intelligence Scale for Children
Geist Picture Interest Inventory
Lorge-Thorndike Intelligence Test
Differential Aptitude Tests:
    Space Relations
    Clerical Speed and Accuracy
    Abstract Reasoning
    Mechanical Reasoning
Sentence Completion
Sociogram

The test results indicated that the class, in general, was of low to middle average intelligence. On both the group and individual intelligence tests (L-T and S-B) the vast majority of the scores are within a standard deviation of the mean. Only a few students were at either extreme. The limited potential of the class can be seen in the scores on the other tests, where more are in the low average than in any other division. More specifically, the class did poorest at clerical and mechanical aptitudes even though these were preference occupations for the children. According to the results of these tests, the demonstration class was made up of mostly average to low average children. It is not surprising that they are underachievers.

The testing program designed for this institute was believed to be comprehensive and relevant to the population in the demonstration classroom. It was believed that both objective and subjective test data could be useful to assist the individual students to gain insight into his assets, liabilities and interests. The tests were chosen to fit this belief.

d. Field Trips: Field trips were taken to various local industries. The purpose of these excursions was to acquaint the teacher-participants with the variety of skilled and semi-skilled occupations available in local industry. The teacher-participants visited Avon Products Distribution Center and West Virginia Pulp and Paper Company*.

* see objective I for complete listing of occupations seen

Not only did the teacher-participants visit local industries but the students in the demonstration classroom also made similar visits. These students visited the following industries and/or business establishments in the area:

1) Avon
2) West Virginia Pulp and Paper Company
3) Newark Lumber Company
4) Porter Chevrolet
5) Diamond State Telephone Company
6) University of Delaware Maintenance
7) University of Delaware Construction

In addition to visiting the above mentioned places, the following guests were invited into the demonstration classroom to describe the job opportunities available in their establishments:

1) Mr. Peek, Manager of Grant's Department Store, Newark, Delaware
2) Molly Keys, local beautician (girls only)
3) Mr. Pierce, Director of Maintenance, University of Delaware, Newark, Delaware

e. Guest Speakers: As important to teacher-participants as a knowledge of specific job opportunities was a knowledge of the special characteristics of the disadvantaged children themselves. Only with or through understanding of the disadvantaged child could an effective program be designed. To accomplish this phase of the program, the following speakers were invited to consult with and/or address the teacher-participants:

1) Miss Barbara Kemp, Social Scientist, U. S. Office of Education, "The Youth We Haven't Served."
2) Dr. Margaret Seitz, Employment Security Service, "Occupational Orientation to Employment Prospects and Practices of Economically Deprived Families."
3) Mrs. Dorothy Banton, Superintendent of Woodshaven-Kruse School, "Pictures of Family Life Among the Disadvantaged."
4) Dr. Harold Brown, Professor of Sociology, "Capitalizing on the Strengths of the Disadvantaged."
5) Dr. Wallace Maw, Professor of Human Growth and Development, "Arousing and Holding Curiosity and Interest of the Disadvantaged."

6) Dr. Berj Harootunian, Professor of Educational Research, "The Merit and Educational Significance of Research on Education of the Disadvantaged."

7) Dr. Paul Hodgson, Assistant State Superintendent, Vocational-Technical Education, "Education of the Disadvantaged."

8) Dr. Ruth Laws, State Department Staff, "Institute Work Group Organization and Procedures."

9) E. Hall Downes, Consultant on Articulation Between Academic and Vocational Curricula, "Why the New, the Innovating, and the Daring?"

10) Dr. Russell Stauffer, Professor of Education, "Correlating Academic Discipline with Vocational Courses--A Major Need."

11) Mr. Dick Kruger, Audio-Visual Aids, State Department

12) Dr. Edmund Henderson, Assistant Professor of Education, Reading Demonstration: How to motivate and direct reading instruction. "Taking Advantage of the Student's Language Patterns."

13) Dr. Stiedel, Science Co-ordinator, State Department

14) John Wilson, Job Opportunity Specialist, State Department

2. Findings:

This objective of the institute was to acquaint teachers with a variety of skilled and semi-skilled occupations to be used in motivating disadvantaged youth. Attainment of this objective does not yield itself readily to objective measurement. This being the case, subjective data has been used to show how the institute goal was attained. Following is a listing of the findings:

a. Relevant Occupational Literature: It was found that teacher-participants used the following reference sources to acquaint themselves with a variety of skilled and semi-skilled occupations.

   1) Correspondence with companies who provide literature relevant to a particular occupation
   2) University library facilities
   3) Occupational literature available in the demonstration classroom
   4) State Department of Education Vocational Library
   5) Personal interviews with representatives of various occupations

b. Writing the Booklets: Nine occupational booklets were prepared by the teacher-participants during the course of the institute. Teachers indicated, during final evaluation sessions that this experience provided an opportunity to become well acquainted with the occupation they were presenting. Evaluation by the staff of the booklets shows evidence of a thorough knowledge of the occupational area each teacher wrote about. These booklets were then employed in the classroom as a means of motivating disadvantaged youth in order to interest them in future vocational training.

c. Testing Program:

1) The Gates Reading Survey showed reading scores to range from 3.4 to 10.9. One non-reader used the Gates Primary Reading Test. His score showed that he is reading at about a primer level of difficulty.

2) The Informal Inventories indicated:

   a) A mean instructional reading level of 5.0.

   b) A mean instructional spelling level of 6.0.

c) A mean listening score of 7.5.

4) The Intelligence Tests: Both Individual and group tests showed a range of 79 to 140 with a mean IQ of 97 for the students in the classroom.

d. The findings regarding field trips and guest speakers have been discussed under objective four.

3. Conclusions and Recommendations:

a. Conclusions:

1) Teacher-participants became acquainted with a variety of skilled and semi-skilled occupations through the use of the various sources described in this report.

2) Teacher-participants became acquainted, in depth, with the occupation on which they wrote their booklets.

3) Acquainting teachers with a variety of skilled and semi-skilled occupations may be useful in motivating the disadvantaged:

a) Disadvantaged students are interested in the range of pay scale available in various occupations.

b) Disadvantaged students were keenly interested in necessary physical and mental qualifications for a given occupation.

4) Low reading ability of the disadvantaged limits the range of useful materials which describe the skilled and semi-skilled occupations. Therefore, the teacher must do two things to effectively motivate the disadvantaged, utilizing his knowledge of skilled and semi-skilled occupations.

   a) Use a variety of other communication media to acquaint the students with a given occupation.

   b) Develop a reading program designed to operate within the range of reading deficiencies of the disadvantaged and at the same time help to correct the deficiencies.

5) The tests described in this objective can be useful to the teacher of the disadvantaged because they provide a guideline by which the teacher can steer a student to an interest in an occupational area compatible with that student's aptitude and achievement potential.

b. Recommendations:

1) Teachers in a program similar to the one described in this report should be

thoroughly acquainted with the variety of skilled and semi-skilled occupations. This would necessitate a planned program for acquainting teachers with these occupations. Such a teaching program could be accomplished by:

a) In-service training

b) University courses

c) Institutes similar to this one

2) Preparation of an occupational booklet by each teacher is recommended. This not only acquaints teachers with one occupational area in depth, but also provides considerable knowledge regarding presentation of material at instructional levels appropriate for disadvantaged youth.

3) The children in the classroom might be required to prepare a booklet similar to the one prepared by the teachers or might have joined a teacher team. This was not done in this institute. Staff members now believe, however, that this would have been a motivating and useful approach.

4) It is recommended that a testing program similar to the one used in this institute be employed. The testing program described under this objective forms a useful battery of tests for a program similar to the one described in this report.

D. To Develop Techniques for Correlating Academic Subject Matter with Vocational Activities to Assure Ability to Profit from Vocational Instruction

In many junior high schools today, a child can go through an entire school day and never discover a relationship between any two of his classroom subjects. Learning for him is fragmentary, difficult, and many times meaningless. If the student is an underachieving boy, the academic subjects are not very popular. The program developed at this institute attempted to relate the academic subjects to occupational core curriculum in order to take advantage of a student's high interest in an occupationally oriented subject, such as shop. The fourth objective for the present institute, then, was: "To develop techniques for correlating academic subject matter with vocational activities to assure ability to profit from vocational instruction."

Since this institute was a pilot program, four specialists were chosen to assist in developing a curriculum for the demonstration class. A vocational education teacher, Mr. Magnotti, had the major responsibility for directing the study of the occupations. A home management teacher, Mrs. Holley, was given specific instructions to assist the girls in their special projects and to integrate cultural enrichment and home management into the curriculum. The language arts teacher, Mr. Converse, was to explore ways to teach the language arts skills, particularly reading, in an occupational core program. The vocational counselor, Mr. Proctor, was selected to help evaluate the needs of the disadvantaged youth, and to assist in a testing and counseling program with the demonstration class.

1. Demonstration Class Occupational Core:

A team of four teachers guided the students in the demonstration classroom. Each took the lead at the time appropriate to his specialty. Before the class was taken on a field trip, for example, the vocational instructor conducted purpose setting activities to prepare the class for what they would see. The counselor took charge of discussing how to study the place being visited. After the class returned from the field trip, the language arts teacher directed the language experience activity. Since the home management teacher was available on a consultation basis, she did not participate in each field trip. She did, however, discuss budgeting, good grooming, adjustment problems, etc., which cut across every occupation and every field trip. These four teachers presented a closely co-ordinated program with occupations at the core.

Following is an example of this team approach to the occupational core curriculum as it was developed around a field trip to West Virginia Pulp and Paper Company. First the vocational specialist conducted the purpose setting session. This was done by asking leading questions to stimulate discussion and thinking among the students. An example of such questions would be as follows:

> What do you think you will see this afternoon?
>
> Do you think they make paper here in Newark?
>
> What do they make?
>
> Where do they get the cardboard to make the boxes?
>
> To whom do they sell their products?

The discussion stimulated by this technique elicited from the members of the class that paper is not made in Newark. One student indicated that the cardboard for the boxes is shipped in from another firm, processed at the

Newark plant, and made into finished boxes for packaging various products. The class expected to discover the process by which cardboard is shpaed into an ice cream carton or a candy box at the local plant.

Having made these predictions about the plant, the class then focussed on the types of jobs that might be needed to process the paper into boxes. The guidance specialist then took charge of the class and asked, "What do you want to know about the jobs you think you will see?" The children answered that they would like to know about pay scales, types of insurance, and vacation and sick benefits. One boy said he would like to know the job qualifications needed to work for West Virginia Pulp and Paper Company.

When the students took the trip in the afternoon, they asked the guides for information relevant to the questions raised in the discussion with the guidance counselor.

On the day following the trip to the paper company, the language arts specialist divided the class into four groups. Each group was to discuss a phase of the field trip taken the day before and give the class a written report on their topic*. The language arts specialist circulated among the four groups to guide the discussion and assist in organizing and preparing the reports. This exercise was directed by one person, as were each of the other activities mentioned above. It would therefore be possible for one teacher, if properly trained, to carry out similar activities in a similar classroom program. As a pilot program, several specialists were on the staff. However, it is believed that one trained teacher could direct each of these activities in an on-going program of similar design and purpose.

A description of the curriculum for the demonstration class is given in the ensuing portion of this report. It will show how each teacher presented his subject material in the occupational core curriculum.

a. Vocational Education: A basic strategy for the demonstration class was to involve the students in a study-experience activity that would be meaningful to them. Obviously, the traditional academic curriculum, because it has not been geared to the disadvantaged youth, has failed to motivate and hold much of this population.

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* see appendix V

Personality studies and interest inventories have pointed out that the girls at junior high age are concerned with new clothes and dating, and that boys are interested in cars and work. Disadvantaged children of this age group are vitally interested in getting money. For this reason, a vocational core and the earning possibilities was chosen for this pilot study.

The vocational specialist had the major responsibility for teaching vocational education in the demonstration class. He achieved his goal through the use of many educational media.

Pamphlets on at least one thousand different jobs were available in the classroom at all times. These materials were furnished free by state employment agencies, labor unions, professional organizations, governmental agencies, and various publishing companies. Each child selected one occupation and studied the appropriate material before reporting to the class about this occupation.

Films and film strips were also used to show clusters of jobs in an industry, e.g., the type of work force necessary to run a trucking company.

Guest speakers talked to the class about job opportunities around Newark. The children went on field trips to see men and women working on the job. The boys observed men working in at least thirty different building jobs.

Finally, the pupils studied vocational education through their individual projects. Again and again the boys and girls were exposed to a variety of occupations which are available in the Newark area and throughout Delaware.

One of the occupations studied was carpentry. Early in the program the vocational instructor took the class to the Newark Lumber Company. There the boys and girls saw carpenters working in the saw mill.

Later in the program, Mr. Pierce, the supervisor of maintenance at the University of Delaware, spoke to the class about carpenters and their work at the university. On the tour of the maintenance department facilities, the children saw the university carpenter shop and watched several men building book cases and other pieces of furniture.

Towards the end of the institute program two of the teacher-participants taught from the booklet they had developed on carpentry. Mr. Fisher presented the pertinent facts about carpentry. Mr. Jackson then demonstrated and explained how to use many tools of the carpenter. On the following day the boys took a trip to the construction sites on the campus. Again they saw carpenters at work remodeling a school building, or putting in forms for pouring concrete, etc. The boys were quick to not only notice but also to name the tools that Mr. Jackson had shown them only the day before.

While the boys were studying carpentry, they were also actively involved with the vocational specialist doing some of the jobs a carpenter must perform. Each boy had an individual project in woodworking. Some of the boys made boomerangs. Others made wooden TV tables. Still others made bookends. In each case, the boys were using the tools of the tradesman they were studying. By the end of the six-weeks program, the boys were thoroughly exposed to the trade of carpentry.

Similarly, some of the grils' occupations were studied in depth. For example, three girls who were interested in becoming beauticians had a course of study that paralleled the one on carpentry in its scope and thoroughness. The three read from the occupational material on beauticians. Later, Molly Keys, from Molly's Beauty Shop, came to the class and spoke with all of the girls about beauty culture and about being a beautician. During the same week the three girls went to Molly's shop for an entire afternoon and watched her working on customers. Molly washed and set the hair of one of the girls and explained the process to all three of them.

In the fifth week Messrs. Bradley and Holden, teacher-participants in the institute, taught all eight girls about beauty culture using the occupational booklet they had prepared. During this class session, the girls saw a film put out by Helene Curtis about the advantages of becoming a beautician. The final tie-in for the three girls was their individual projects. At times during the profect activities, these three girls took turns washing and setting hair for the other two "beauticians" to get practice at the job. During the institute program the girls, especially the three most interested in beauty culture, learned a great deal about the job of the beautician.

These are two illustrative examples of occupations studied this summer. Similar reports could be written about auto mechanics, selling, secretaries, waitresses, nursing, and technical drawing. The vocational specialist used audio-visual materials, guest speakers, field trips, and shop projects to supplement the material on various occupations. This made the program more meaningful to and more readily assimilated by the students. Each occupational area studied was followed up with appropriate language arts activities.

b. Home Management and Cultural Enrichment: If an occupational core was to be pursued, then it was clear that the important relationship between job and home must be carefully developed. This was necessary in order to insure that vocational study not become just another typical academic school program unrelated to the needs and desires of disadvantaged youth. Money management is important to any disadvantaged youth for he will need this skill as an adult. Cultural enrichment provides an opportunity to develop the aspirations of the disadvantaged. It may be expected that cultural enrichment activities might motivate the disadvantaged child to aspire to a better position in adult life. The home management specialist directed this phase of the program.

Mrs. Holley used many practical situations to teach money management. The children were given one dollar and fifty cents a day for lunch money and needed guidance on how to spend this money wisely. Discussions on the prices of different food, along with discussions on good eating habits, helped the children.

Everyone in the class saved part of the lunch money for a trip to Washington. The class established a bank and appointed a banker. The banker kept an accurate record of all deposits, designed a deposit slip for the students' personal records, and assisted in disbursing the funds.

Mrs. Holley used a picnic as another practical experience in money management. She joined with the students in planning the picnic and in pruchasing and preparing the food.

In still another instance, money management was taught to the girls when five of them chose to sew shifts for their individual projects. The girls discussed the cost of their dresses and the economy of certain types of materials. Then they accompanied Mrs. Holley to a local yard goods store and purchased the materials necessary to sew their shifts.

The class also discussed finances in a hypothetical manner. Whenever the children were introduced to an occupation, they invariably asked, "How much does the job pay?" Their concept on wages was quite distorted from reality. They thought, for example, that a good wage for a bricklayer was a dollar and fifty cents per hour. And they did not think it was possible for a working man to make as much as one hundred and sixty dollars a week. They also thought that sixty dollars a week was a good wage. These misconceptions provided a context for discussion on money management.

It was found that the children were very interested in the cost of living for a family of four, or in discussing what it costs to live away from home. They listed on the board the costs for rent, food, utilities, car payment, etc., and saw that sixty dollars a week is not an adequate salary for a family man or for a man away from home.

The home management specialist had many practical settings for introducing other phases of her curriculum. When the class went on a picnic, it was natural to talk about table manners and courtesy. When the class went out to dinner, an opportunity was provided to talk about proper dress, table setting, wages of the waitress, and tipping.

The Washington tour was the culmination of the home management program. From the beginning of the institute, the children had saved money as explained above and were involved in banking and keeping records. Later the children jointly planned the sites to visit. Towards the end of the institute a Washington restaurant sent a copy of its menu. The children planned their dinner from this menu.

The Washington tour was more than a visit to a city. It was also an excursion in human relations. The children worked together to plan the trip. They had to wait in long lines and mingle with crowds of people. They had to be at the proper place at appointed times. It can be seen that many possibilities for teaching home management and cultrual enrichment arose in these situations.

Home management and cultural enrichment was not a theoretical subject to these student-participants. They had money to spend, while they were discussing how to spend money. They ate at a restaurant when they talked about table manners and eating in public. They were planning a trip when the discussion was about budgeting and saving money. They were asking how much a carpenter makes when the class was finding out how much money it takes to live a comfortable life. The home management teacher found it easy to co-ordinate her curriculum with the occupational core of the institute.

c. Vocational Counseling: Mr. Proctor had a three-phase program for the children in the demonstration class:

Individual and group testing

Individual and group counseling

Instruction in how to study an occupation

This program was very beneficial to the students. The counselor did his job and at the same time stayed within the framework of the occupational curriculum.

1) Individual and Group Testing: To determine if the children's occupational aspirations were reasonable, testing became an essential part of the classroom activities. It was necessary that the teachers know what the children

had already done in school, what they were capable of doing, and what they wanted to do in the future*. (For a brief description of each test used, see appendix.)

Informal and standardized reading and spelling tests showed what the children had accomplished thus far in school. All of these tests were administered in one afternoon by a team of ten reading specialists from the University of Delaware Reading Study Center. These reading tests included:

a) Informal Reading Inventory
b) Informal Word Recognition Test
c) Informal Spelling Inventory
d) Informal Listening Test
e) Gates Reading Survey

The results of these tests indicate that the achievement of the class, on the average, is below normal for a junior high population.

Both intelligence and aptitude tests were administered to provide an indication of what the children are capable of doing. These tests included:

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* see appendix VI

a) Lorge-Thorndike (group test)

b) Stanford-Binet (individual test)

Four sections of the Differential Aptitude Test were administered:

a) Abstract Reasoning

b) Space Relations

c) Mechanical Reasoning

d) Clerical Speed and Accuracy

Results showed a wide range of abilities from very low to very high. The majority of the scores are again below normal for a junior high population*.

To determine personal preference for jobs the following measures were employed:

a) Geist Picture Interest Inventory

b) Individual taped interviews.

2) Individual and Group Counseling:

Because the children were disadvantaged they needed many counseling sessions. The counselor met with the children individually, separated by sex, and as a whole class. In the individual sessions, they discussed personal, school, and family problems. When

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* see appendix VII

Mr. Proctor met with the groups by sex, they discussed problems of interest to that particular group.

Films about the problems of growing up, junior high school adjustment, and interpersonal relations were shown to the entire group and discussed. Throughout the six-weeks program many counseling sessions were provided for the student-participants.

3) Instruction in How to Study an Occupation: A counselor must know about the jobs and job opportunities in order to match a student to a job. Early in the program the vocational counselor worked with the children on how to study an occupation. He pointed out that there are certain general questions one can ask about any job. The children learned a set of such questions. These questions were frequently aksed during the study of the occupations and on the visits to local industries. The same questions soon became cornerstones for the materials which the teacher-participants were preparing. When the teacher-participants

came to the students to see if their newly-developed materials were adequate, the children insisted that the eight points be covered in the booklet. Thus, the counselor's program on "How to Study an Occupation*" had a great influence on both the execution of the curriculum and on the occupational booklets produced by the teacher-participants.

d. The Language Arts: Traditionally language arts training in the junior high school is confined to a single English period. Formal grammer is taught, compositions are assigned, and literature is "read." To the disadvantaged child, however, such a curriculum is meaningless and ineffective. This is so because the content is beyond their experience and hence lacks relevance to their life needs. Consequently, the opportunities to develop needed language skills effectively are missing.

A vocational core provided an ideal medium for teaching the basic language skills. Here pupils were involved in a topic that was meaningful to them. Concrete experiences were provided in field trips, films, guest speakers, and projects. Formal training in language arts was designed to involve use of the child's language as he discussed, listened, read, and wrote about his experiences.

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* see appendix VIII

1) Testing: Each pupil was carefully screened by a reading specialist in order to find his instructional level in reading, writing, and listening. A child is instructional in reading when he recognizes 95 out of every 100 words and retains at least 75 percent of what he has read. A child is instructional in spelling when he can spell correctly three out of four words on a representative spelling list for that grade level. The listening grade is determined by reading a passage to the child and asking comprehension questions. Scores at or above 75 percent are considered the instructional level.

As a consequence of this testing the language arts specialist knew that his class ranged in reading achievement from the non-reader to the ninth grade level. However, most of them were instructional at about the fifth grade level.

2) The Language Experience Approach*: Formal instruction in the language arts was conducted through the use of the language-experience approach. This method varies according to the level of achievement at which the student is operating. The non-reader cannot do independent reading or writing. He dictates his stories and builds a reading sight vocabulary from his dictated experience story. Other essential reading skills are developed from the materials which the student thus produces. The reader at the intermediate levels may not need to build a sight vocabulary. He must, however, refine word attack skills, writing skills, idea organization skills, and develop independent reading habits.

   a) The non-reader: One student in the demonstration class was a non-reader. After he shared an experience with the class, such as a field trip, he dictated an individual story. The story was typed and returned the next day, at which time he read the story silently and underlined all the words he did know at sight. Then he read the story orally. When he came to one of the words not underlined in the story, the teacher supplied the word to keep the language flow natural.

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* see also objective A for complete description of language-experience approach to teaching reading

The words recognized from the story were put into lists. These lists were prepared in such a way that, if the teacher flashed the words horizontally from left to right and down the page, they were in the sequence of the story*. However, if the teacher wished to scramble the words, he merely went down the page, in columns. The first day after a child dictated

* see appendix IX

his story, he saw the words in sequential order and then in a scrambled order. If he did not remember a word in isolation, he could use the context of the story to help recognize the word. Word attack exercises were developed from the stories.

The student read his story on the second day after dictation, first silently and then orally. Then the words were flashed in a scrambled order. Again, context or word attack skills were developed at this time. Whatever words he recognized in isloation on both the first and second day, were typed individually on a 3 x 5 card and added to his word bank. He reviewed the words in the bank daily.

This completed the cycle of the experience story approach. A new experience was shared and the cycle began anew with a new dictated story. Once the routine is established and the non-reader knows what is expected of him, the procedure can be accomplished in ten minutes or less of the teacher's time each day. Boys and girls like this cannot learn to read as readily through standard basal reader approaches. This is so because most of these books are foreign to the experience of the disadvantaged child. The most efficient way to teach reading skills to the non-reader is through the words and ideas of his own language as manifested in dictated experience stories.

b) Intermediate Reader: Nearly three-fourths of the class was instructional in reading at the intermediate level, i.e., between the third and sixth grades. At this level students worked on word attack skills, spelling, writing, organization, and reading appreciation. The teaching program included dictated stories at first and then switched to written accounts of class experiences. Since only the best of this intermediate group could read from the available materials, very little independent reading was carried on.

Following a group experience, the class dictated a story which was typed and returned the next day. The student read the story silently, underlined unknown words, and then read the story orally. The procedure, thus far, was similar to that of the non-reader. It began to differ, however, with the flashed words. First, the sequence list was usually not necessary. Second, for longer stories, the flashed words included only a selected number of the total words. Finally, the better students were able to respond to two or even three flashed words at a time. Word attack skills were developed from these dictated accounts.

Several times the children wrote about their experiences instead of dictating a story*.

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* see appendix X

For the intermediate readers the written story was typed and returned the following day. Spelling and grammatical errors were corrected so that the child was reading a perfect copy of his story. The original copy was also returned to the student to give him a chance to make comparisons on the words with which he had trouble. The teacher, however, did not point out the errors--this was left to the student. From these written stories, individual functional spelling lists were made.

Additional writing skills were developed during the course of the program. During a group discussion following a field trip, the teachers assisted the children in preparing a written committee report. The additional writing skills included note taking, outlining, sentence writing, paragraph writing, and letter writing. The children took turns writing a thank-you note to a guest or to the person in charge of a field trip. After the pupil composed a letter, the class discussed it and showed him how it could be improved. Then the secretary typed the letter and returned it to the writer for his signature. The boys and girls liked signing their names to such an official looking document. Here were two practical applications of the writing skills taught in nearly every English book for these intermediate grades.

At times the children shared their dictated and written stories. In this manner the entire group checked on the accuracy of the information being absorbed. For the most part this was the only reading performed by the intermediate group. The library books and occupational literature in the room were written for children who read comfortably at the fourth and fifth grade level. The testing program showed that most of these children read on an independent level at or below the second grade.

c) The Good Reader: The natural leaders of the class were the four children reading at their present grade placement level. These four were the first to volunteer, quick to start a discussion, and were always "voted" secretary for committee reports. They were too far advanced to enjoy only dictating stories. Thus, the major portion of their language-experience was in the form of writing. The best readers were able to gather information from the occupational materials in the classroom. They also enjoyed reading the magazines and the library books in their free time. Following is the language arts program adapted to the occupational core for junior high school students achieving in reading at their grade level.

After the first experience, the best readers in the class dictated long experience stories. On the following day they underlined no words on the page, which meant there was no need for word attack exercises. The oral reading showed good expression and proper phrasing. These children easily dealt with two and three flashed words at a time.

Following later class experiences, the good readers wrote experience stories while the others dictated. Each pupil edited his own paper for spelling or grammar errors and made all necessary corrections.

Many times the appointed secretary for the committee report would pass the job over to the ones more capable of writing a good report. There were other opportunities for editing. Committee reports were typed and distributed to the class for comments. The children shared their dictated and written stories. The occupational reports were typed and distributed to the entire class. The editorial comments were usually quite beneficial to the writer.

The good reader had several opportunities to show his reading ability. Because he was capable of working at a more accomplished level, it was natural that his occupational report was better than the average. He used four or five different sources of information for his report and then was able to summarize and organize this information before putting it in a written form. When he finished his report he often helped one of the poorer readers study an occupation by pointing out the essential information for that occupation. In this way, the poorer reader was able to use material that was much too difficult for him. The better reader also had more free time for reading the magazines and books that were in the classroom. The boys especially enjoyed the books on sports, humor, and war. The girls seemed to like the love stories so popular for this age.

2. Findings:

The fourth objective of the institute was: "to develop techniques for correlating academic subject matter with vocational activities to assure ability to profit from vocational instruction." Occupational activities of the institute were used as the core for teaching language arts, vocational education, home management, and cultural enrichment. Since a counselor was an integral part of the team, the testing and counseling program was incorporated into the vocational activities. Following is a listing of findings:

a. Language Arts Findings:

1) The test indicates that the differences between the pre- and post-tests in reading are not significant.

2) Growth in communication skills was good. An exemplar of typical growth in communication skills can be seen in the difference between "Joanne's" first and last dictated story*.

b. The core curriculum oriented around pre-vocational instruction in occupational areas was found to be amenable to the instruction in such subject matter areas as math (numbers), language arts (communication), history (time concepts), geography (space concepts), home management (social-personal concepts), and cultural enrichment (the arts).

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* see appendix for pre- and post-dictated stories

c. Vocational testing proved to be a valuable source of information in guiding and counseling the children in the classroom. It enabled the counselor to appraise the students of their assets and liabilities, thus providing them with a yardstick by which to guide their interests.

3. Conclusions and Recommendations:

a. Conclusions:

1) Occupational activities can serve as a core program for disadvantaged youth.

2) It has been shown that academic subjects can be taught within the framework of an occupational core.

a) Reading skills were taught and yielded good returns even though the gains could not be measured by a standardized test build to measure a growth on a yearly basis. The demonstration class was used to give teacher-participants practice in language experience techniques. Thus, there was this additional continuity in the student's reading program. It is our judgment that the language-experience approach was successful with the disadvantaged youth, especially with the non-reader.

b) The findings show that language arts can be taught in an occupational core.

c) Classroom experiences show that mathematics is an essential part of a study of occupations. It seems reasonable to assume that more science and social studies ideas and concepts could also be incorporated in a study of occupations.

3) Home management and cultural enrichment can be incorporated into the occupational core.

4) The counselor can operate a testing program in the occupational core. It serves to a degree as a tool for guiding and directing the disadvantaged to utilize their assets to best advantage.

b. Recommendations:

1) The occupational activities should serve as a basis for a core program. The core program should be taught by a team of academic specialists.

2) The language arts teacher should be included in the team.

    a) Language arts teacher should use a language-experience approach with the disadvantaged youth. It is especially important that he do this with the non-reader.

    b) The communication arts should be developed within the framework of the occupational activities and the communication demands they make.

3) The junior high mathematics teacher could work out a program whereby fundamental arithmetic skills can be related to a pre-vocational occupation core program.

4) Future institutes should attempt to modify the institute staff as follows:

    a) One superior vocational teacher could be the basic teacher of the pre-vocational occupational areas program.

b) Other subject matter areas could be best represented in the program by consultants. The following consultants would be helpful:

(1) Mathematics consultant
(2) Language arts consultant
(3) Home management consultant
(4) Social sciences consultant
(5) Science consultant

E. Providing Instruction in Corrective and Remedial Procedures

1. Procedures:

One of the objectives of the institute was to provide the vocational teachers who were participants in this institute with instruction in corrective and remedial procedures in reading. It may be asked, "Why provide instruction in how to teach reading to vocational teachers?" The answer to this question is given briefly in the outline below.

Traditionally, the vocational classrooms tend to be the dumping ground for students who are not able to achieve or in many academic instances the non-achiever does not have access to vocational education because he drops out. Thus, these pupils who have the capacity and interest to become skilled craftsmen are denied the attainment of these goals because corrective work in basic language skills is denied them when this correction is most needed. They have attained sufficient maturity to learn and have a sufficient learning time ahead of them to make correction possible. They may not have achieved success in many instances because of inability to read. This leaves the vocational teacher in the situation of having many students whose greatest academic problem is their inability to read at a level commensurate with their capacity.

Secondly, reading is a mental process which applies to any and every area of school endeavor. It is just as necessary to be an accomplished scholar in a vocational school as it is to be an accomplished scholar in an academic program.

Finally, the primary feature of reading is that it is a decision making process. It is frequently said that reading is thinking. If this is true then the vocational teacher has a responsibility to teach the children both to think and to read since both processes go hand in hand.

a. Testing and Diagnosis:

1) Lectures: The nature and importance of diagnosing reading disabilities were emphasized. Dr. Henderson discussed in detail the interpretation of standardized tests and the use of informal instruments. Mr. Ronald Cramer guided in the use of individual test folders

which had been compiled from test data. The individual attainment of each student was discussed in terms of interpretation of data and corrective or remedial recommendations for further instruction. The teachers were encouraged to ask questions regarding any individual performance that they had observed. These questions were then answered and discussed in detail.

2) Demonstrations: After the teacher-participants were told about diagnostic procedures, they were shown the diagnostic techniques in a demonstration. Teacher-participants observed diagnostic testing in a situation where diagnostic information was actually being obtained through testing procedures.

b. Teaching Procedures:

1) Language Experience: The language-experience approach to teaching reading is a method wherein the teacher makes use of the actual language skills possessed by the children who are being taught. In this approach the reading

materials are produced by the children through dictated accounts of their experiences. The material which the child has dictated or written is used in order that he might learn to read.

This approach takes advantage of the student's most natural language skill, his ability to communicate through conversation. It is a language arts approach to the teaching of reading and encompasses the four facets of language and is founded on the social-personal foundation of the process of communication. Experience encompasses an individual's perceptual and conceptual world: his interests, his creativity, his culture, his capacity to adjust, to learn, and to use.

Its advantage derives from the fact that children have an opportunity to articulate their experiences. In this method, the child is the producer. It demands a thinking process, not a parroting process. The conventional reading materials the disadvantaged child is frequently expected to read are both below his level of maturity and foreign to his experience. It might be anticipated that his interest would be low and his rate of learning negligible. When, however, he may learn to read by talking and writing about things of general importance to him and close to his direct experience, it might be expected that progress would be better. This was found to be true in the institute demonstration classroom.

The language-experience approach was used to great advantage in this institute in the demonstration classroom. When the children had returned from a field trip, they were able to dictate an account of the job opportunity which they had seen and discussed.

a) Lectures: Teacher-participants were given a series of lectures detailing the philosophy and procedures necessary for the correct use and application of the language experience approach with disadvantaged junior high school children.

Dr. Stauffer, Dr. Henderson, and Mr. Ronald Cramer delivered the lectures regarding the language experience approach.

b) Demonstrations: After the teachers had read widely and heard lectures concerning practices and procedures in the language experience approach, they were shown how to apply the method in an actual demonstration in the classroom. They had an opportunity to look over the shoulder of expert reading specialists as they demonstrated the use of this technique with disadvantaged children. The children used in the demonstration ranged in reading ability from non-reader to ninth grade level reading skills. Opportunities were provided for the teachers to ask questions as the demonstration progressed.

c) Practice: It was felt by the reading specialists that the teachers in the institute should have the opportunity to use the language experience approach with the demonstration pupils. Consequently, opportunities were provided for the teachers to practice this reading technique under the close supervision and observation of the reading specialists. After the teachers had had an opportunity to practice, they then returned to the classroom for further discussion and evaluation of their performance.

d) Collateral Reading: Teachers were provided with extensive reading materials to explain the language approach in detail. These materials were derived from experience at the Reading Study Center of the University of Delaware and the Seaford Study*. These materials were available to the teacher-participants on a handy reading shelf in the classroom. In some instances mimeographed copies of articles were distributed to each teacher.

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* Research grant on first grade research supported by U. S. Office of Education

Thus, the teacher-participants had an opportunity to read and reflect on their reading. The teachers had heard about the language experience approach, had seen it demonstrated, and had practiced it personally.

2) Directed Reading-Thinking Activity: This method has been developed by Dr. Russell Stauffer, Director of the Reading Study Center at the University of Delaware. The Directed Reading-Thinking Activity is a method of teaching a reading lesson. The Directed Reading-Thinking Activity (hereafter referred to as a DRTA) is a reading-thinking approach in which the basic thinking skills necessary for effective reading are taught by a discovery technique and group interaction processes under the direction of a trained teacher. While it is true that the general reading level of deprived youngsters may be at or primarily above minimal literacy levels, it is also true that the general achievement of these same youngsters tends to fall below this

minimal level. The absence of intelligent application of reading skills may have contributed to this pattern of general underachievement. A DRTA conducted in material suitable to disadvantaged children's interests and needs may be thought particularly suitable for rebuilding these valuable skills. This approach was developed by Dr. Russell Stauffer and its adaptation to these students was supervised by him during the course of the institute. A DRTA may be outlined as follows:

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Outline - DRTA

I. Identifying Purposes for Reading
    A. Examining clues available in the
        1. Title and sub-titles
        2. Pictures, maps, graphs, and charts
        3. Material: adjusting to information as it is read and to readability
    B. Declaring purposes in terms of the
        1. Reader's background of experience, intellect, language facility, interest, and needs

        2. Experience, abilities, interests, and needs of the group
        3. Content of the material: concepts of time, place, people, number, science, aesthetics, and humor

II. Guiding the Adjustment of Rate to Purposes and Material
    A. Skimming: to read swiftly and lightly
    B. Scanning: to read carefully from point to point
    C. Studying: to read and reread so as to pass judgment

III. Observing and Reading
    A. Noting abilities to adjust rate to purposes and materials
    B. Recognizing comprehension needs and providing help by clarifying
        1. Purposes
        2. Concepts
        3. Need for rereading (silent or oral)
    C. Acknowledging requests for help with word recognition needs by providing immediate help in the use of
        1. Context clues: meaning clues
        2. Phonetic clues: sound clues
        3. Structural clues: sight clues
        4. Glossary clues: meaning, sound, sight clues

IV. Developing Comprehension
    A. Checking on individual and group purposes
    B. Staying with or redefining purposes
    C. Recognizing the need for other source material
    D. Developing concepts

V. Fundamental Skill Training Activities: discussion, further reading, additional study, writing
    A. Increasing powers of observation (directed attention)
    B. Increasing powers of reflection by:
        1. Abstraction: reorganization of old ideas, conceiving new ideas, distinguishing between ideas, generalizing about ideas, and making inductions and analyses
        2. Judgment: formulating propositions and asserting them
        3. Reasoning: inferring and demonstrating, and systematizing knowledge deductively
    C. Mastering the skills of word recognition: picture and language context analysis, phonetic and structural analysis, and dictionary usage
    D. Developing adeptness in the use of semantic analysis: levels of abstraction, shifts of meaning, referential and emotive language, definite and indefinite terms and concept development

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a) Lectures: Teacher-participants heard lectures detailing the purpose and procedures of the Directed Reading-Thinking Activity. Since all of the teacher-participants in the institute lacked experience in teaching reading, and further, since all the teacher-participants had no formal course work in reading, it was necessary to provide some background before demonstrating the Directed Reading-Thinking Activity. A series of lectures were given outlining the philosophy behind the Directed Reading-Thinking Activity and the methods necessary for teaching it. These lectures were given by Dr. Henderson, Dr. Stauffer, and Mr. Cramer

b) Demonstrations: After a background in the philosophy of the Directed Reading-Thinking Activity had been established through lectures, teacher-participants were shown how to conduct an effective DRTA through a demonstration. The first demonstration was conducted using the teacher-participants as the reading group. Following this demonstration they were given opportunities to ask questions. The second series of demonstrations were with the disadvantaged group of junior high school students. Again, following this demonstration, the teacher-participants were given opportunities to ask questions and to discuss what they had seen and heard.

c) Practice: The lectures and demonstrations had prepared the teacher-participants to the point where they were now able to attempt the teaching of a Directed Reading-Thinking Activity. The teachers used the occupational material which they had written as the reading material for their Directed Reading-Thinking Activity. Following this Directed Reading-Thinking Activity, the teacher-participants' effectiveness was critiqued by staff members. They were told in what areas they had been weak and/or strong. They were also given an opportunity to ask questions relevant to their experience in practice teaching.

2. Findings:

   a. Group Questionnaire: A group questionnaire* yeilded a measure of the effectiveness of the instruction provided in the corrective and remedial procedures. A number of the questions in this questionnaire were specifically designed to bear upon this area (for a complete description of this questionnaire, including overall findings and conclusions, see "conclusion" section of this report).

      Findings indicate the following things:

      1) Teacher-participants believed that instruction in corrective and remedial procedures improved their competencies and knowledge in reading. They rated this instruction as "good."

      2) Teachers rated the practical experience which they received as "good."

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* see evaluation section V for description of group questionnaire and see also appendix XIV

3) Teacher-participants rated the learning that resulted from demonstrations and observations as "good."
4) Teachers rated the institute's providing opportunity to acquaint themselves with informal methods of assessing reading development as "very good."
5) Teachers rated the opportunity to become acquainted with standardized surveys and diagnostic reading tests from "good" to "adequate."
6) Teachers rated the balance maintained between theory and practice from "good" to "adequate."
7) The teachers rated the lectures and discussion sessions on reading as "good."
8) Teachers rated the overall content of lectures and other activities from "very good" to "adequate".

It appears obvious from analysis of the responses of the teachers in these group sessions that the attainment of the objective to provide instruction in corrective and remedial reading procedures was accomplished in a superior fashion.

b. Diagnostic Testing: The Gates Reading Survey test, a standardized reading test, was administered to all members of the demonstration class. Along with this standardized test an Informal Reading Inventory and an Informal Word Recognition Test was also administered. The results of these tests indicated that the average score obtained on the Gates Reading Survey* was 6.3. The scores ranged from grades 4.4 to 10.9. The average score obtained on the Informal Reading Inventory* was 3.0. The scores ranged from non-reader to 9.0.

This score pattern is in line with clinical expectations. It is frequently found among retarded readers that the standardized test score runs about one and one-half years ahead of the Informal Reading Inventory score. Experience at the University of Delaware Reading Center has shown that the more accurate score is the one derived from the Informal Reading Inventory.

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* see appendix VI for detailed description of this test

The scores obtained by the group of rural disadvantaged youth in the demonstration class indicated the extent of the reading problem which is common among this group of students. Since this group of students in the demonstration classroom represented a volunteer sample, they may probably be considered above average in terms of motivation and achievement. Both findings document the severe reading needs of this group. An inner-city group would probably be considerably lower. Furthermore, all the homes represented by the children in the sample except six are in contact.

c. Materials Prepared by Teacher-Participants: The teachers in this institute were primarily vocational people. They may be considered average teachers who possessed no particular skills in writing and possessed little if any background in preparation of occupational reading materials.

A study of the materials produced by these teachers during the course of the institute clearly indicates that they were beginning to grasp the necessity of preparing materials that would be at an appropriate difficulty level for the students. Work of the teacher-participants shows that they were striving to meet the pupils at their instructional level. This is the first requisite of proper corrective teaching. These is some indication that the reading instruction given to these teachers made a considerable impact upon them.

d. Instructor's Observation of Practice Teaching by Teacher-Participants: Observation indicated that while these teachers were beginning to use new skills and understand the general procedures in corrective teaching, most of them still lacked the refined technique which one attains with considerable training and practice.

During the final evaluation session with the teacher-participants these teachers urged that additional demonstration and practice be made available to them via educational television and in-service training. These remarks are supported by the interest the teacher-participants evidenced by requesting further aid in the development of their teaching skills, which they briefly met during the course of the six-week institute.

During the course of the six-week institute, the teacher-participants became fully aware of the irrelevancy of much of the written occupational materials to the needs of the disadvantaged. Moreover, they became particularly aware of the inappropriate reading level of much of these materials.

3. Conclusions and Recommendations:
    a. Conclusions:
        1) Six weeks appears to be an adequate amount of time in which to introduce general concepts of reading and techniques for adapting reading instruction to bocational core and to the specific needs of deprived youngsters.
        2) Teacher reaction and instructor observation both indicate that there is reason to doubt how effectively teacher-participants will be able to institute corrective reading procedures independently after six weeks of experience.

3) Disadvantaged children of the type used in the demonstration classroom are underachievers in reading.

4) Vocational teachers are interested in and want to master the reading processes and desire to master the teaching techniques that are involved in the reading process. This is shown both by the responses on the questionnaires and in group discussion.

5) The booklets produced in this institute indicate that vocational teachers with little background, experience, or training in writing, when given sufficient amounts of supervision, are able to produce material at a readability level appropriate for disadvantaged youngsters.

b. Recommendations:

1) It is recommended that provision be made for continued in-service program to continue for at least one full academic year. This would provide the basis for refinement of corrective techniques introduced during the six-week summer institute.

2) Any similar institutes should be eight weeks in length. While this additional two weeks would in no way lessen the necessity for recommendation one, this additional two weeks could be devoted to more basic orientation, more supervised practice, and more demonstration of corrective and remedial techniques. This would facilitate and expedite the attainment of long range objectives.

3) It would be valuable for future instruction and in-service traing to be designed to provide background training in the preparation of material relevant to the needs and reading level of disadvantaged youngsters.

4) The increased awareness of pupils' reading limitations gained by the teacher-participants through the experience of writing appropriate materials suggests that in-service training in material preparation might be valuable for a wide range of teachers expected to deal with disadvantaged youth. While the teachers in this

institute were primarily vocational teachers, it is believed that junior high school teachers in general could profit considerably from an experience similar to the one provided in this institute.

III. RELATED RESEARCH

The study of occupations is not new. Occupational education was brought to this country from Europe over 100 years ago. In that hundred years occupational subjects have kept pace with the changing social, economic, occupational, pedagogical, and psychological progress of the nation. In the evolution from manual training to vocational industrial education the subject has been accepted not only in the comprehensive high school, but also in the majority of junior high schools It is even suggested in current vocational journals that occupational education be taught in the elementary school.

The primary purpose of vocational education in the junior high school is to introduce the young boys to various vocations. Hopefully, boys will then choose an occupation and study it in greater depth in high school. Today many of the junior high school industrial arts teachers include courses in specific occupations as a part of their curriculum.

Programs for studying occupations have been developed in both a school and a commercial setting. For example, in 1949, the Department of Industrial Education of the Pennsylvania State College issued a report titled, "General Occupational Education for Some of the 60 Per Cent Through the Agency of Industrial Arts." Jobs covered in the proposed curriculum were counter, shipping, drivers, masonry, plumbing, etc. The program was designed to "Make the student aware of important information about unions, payroll plans, retirement, social security unemployment benefits, and development of valuable habits and attitudes which would be necessary in order to be a part of industry."

Science Research Associates (SRA) publishes a series of basic education workbooks which are based on various low income occupations. These books, The Rochester Occupational Series, attempt to develop the basic education skills necessary to get and hold a job. Emphasis in the SRA program is placed on filling out a job application, basic reading, writing, and arithmetic skills, preparation of sales slips, and other occupational skills. An attempt is also made to develop language art skills such as speaking, letter writing, spelling, and grammar. The SRA materials are written at a readability level to be useful in either the junior or senior high school. SRA materials are currently popular in many school systems as the basic language arts program for the potential drop-out--the disadvantaged youth.

Two occupational programs have been mentioned as examples of what is presently available. Many of the major publishing companies either have a program of basic education for adult illiterates or are preparing such a program for publication in the near future. Both types of programs are aimed at the high school student who is about to drop out or the person who has already left school. Emphasis is placed on attaining the skills necessary to obtain and hold a job.

The program of this institute was unique in two ways. First, the institute booklets were prepared to get the junior high school youngster interested in his school work by capitalizing on his occupational interests. For example, in showing the job of a carpenter, the writer pointed out qualifications to get the job. In doing so, he was also able to show what basic education skills are necessary in order to do the job. The booklets do not teach the student how to be a carpenter. Nor are they a workbook for teaching basic education skills. Secondly, this institute attempted to develop an occupational program that would fit the needs of the disadvantaged youth and utilize this program as an occupational core for correlating all the basic education skills--language arts, science, social studies, and mathematics.

During the institute, the teacher-participants prepared a list of materials that are appropriate for use in an occupational core curriculum. These are appropriate for both the student and the teacher who is interested in developing a course of study in pre-vocational education. This bibliography has been included in the appendix.

IV. PROCEDURE

A. Pre-Institute Preparation and Planning

The State Department of Public Instruction invited nine schools to participate in the institute of disadvantaged youth. The invitation was extended by letter and followed up by personal conferences with the school administrators. Nine of the schools agreed to take part in an on-going program and referred their teachers for attendance at the institute. After the referral was made, a personal letter was sent to each teacher giving the details and responsibility, together with an abstract of the institute proposal.

The criteria for selection of teacher-participants were twofold. First, all institute teacher-participants were to be teachers of vocational subjects or vocational-related courses. Second, all teacher-participants in the institute were to be keenly interested in disadvanted youth.

A series of pre-institute planning meetings were conducted to arrange the details necessary for execution of the general ideas outlined in the proposal. The staff members involved in these meetings may be classified into two groups:

University of Delaware Group: This group (hereafter referred to as the University group) consisted of Dr. Stauffer and Dr. Henderson, Messrs. Cramer, Converse, Magnotti, and Proctor.

State Department of Vocational-Technical Education Group: This group (hereafter referred to as State Department of Education group) consisted primarily of Dr. Hodgson, Mr. Downes, Dr. Ruth Laws and Mr. Wilson. These pre-institute planning meetings centered primarily around the following topics:

1. Curriculum planning
2. Selection of disadvantaged youth for demonstration classroom
3. Selection of teacher-participants for the institute
4. Staff organization
5. Administrative details

The following is a brief resume of key pre-institute meetings:

April 28: Mr. Downes and Dr. Stauffer met with Dr. Kirk of the Newark Special School District to discuss the participation of the school district in the proposed project. At this meeting arrangements were made for classroom facilities, additional institute staff members, selection of disadvantaged youth, and a lunch program for these disadvantaged youth. It was decided at this meeting to use one classroom, and possibly the home economics room and industrial arts shop. Dr. Kirk recommended two teachers for inclusion on the institute staff. Both of these men, Mr. Magnotti and Mr. Proctor, were subsequently secured as members of the institute staff. Dr. Kirk agreed to have the School Health Nurses on his staff participate in the selection of the disadvantaged youth for the demonstration classroom. These nurses were well acquainted with the local disadvantaged families in the Newark area.

May: A series of meetings were held during May to define the duties and roles of the institute staff and the State Department staff, who would be assisting in the direction of the institute. During the course of these meetings, selection of guest speakers for participation in the institute was completed. Details of scheduling of guest speakers were arranged. Planning for the first week of the institute was completed during these May meetings.

May 20: The University staff and the State Department of Education staff met to discuss staff responsibilities. In general, the University staff was assigned tasks which involved liason with the University of Delaware and the Newark Special School District. The breakdown of responsibilities was as follows:

University group responsibilities:

1. Inviting guest speakers for the first week of the institute who were connected with the University.
2. Development of curriculum relating to instruction in corrective and remedial procedures.
3. Development of curriculum for student-participants.
4. Handling certain administrative details for the institute.

5. Contracting for bus transportation.
6. Arranging for testing of student-participants.
7. Arranging schedule of speakers and class periods for teacher-participants.
8. Arranging classroom facilities for the teacher-participants.

8. Arranging classroom facilities for the teacher-participants.

9. Securing secretarial and clerical personnel.
10. Developing the language and reading phase of the curriculum for both the teacher-participants and the student-participants.
11. Securing certain materials including films, occupational information, books, and tests.

It was agreed that the following responsibilities would be assigned to the State Department:

1. Inviting non-University of Delaware guest speakers for the first week of the institute and for the public seminars.
2. Initial development of vocational curriculum.
3. Purchase of some occupational materials.
4. Preparation of bibliography on disadvantaged.
5. Arrangements and control of budget matters.
6. Arrangements for the teacher-participants' field trips during the first week of the institute.
7. Arrangements for publicity for the public seminars.
8. Sending out invitations for the public seminars.

May 25: This meeting was arranged to carry out duties which had been assigned on the May 20 meeting. Further discussion was necessary on a number off these points. At this meeting Messrs. Converse, Magnotti, Proctor, and Wilson were assigned the task of scheduling the specific curriculum that would be used during the first two weeks of the institute.

June 1: Mr. Cramer and Mr.Converse began full-time work in preparation for the institute program. During the two weeks preceding the institute these two staff members carried out administrative details and helped plan the program and curriculum. They prepared agendas for forth-coming meetings, previewed films, ordered materials, and worked on curriculum problems.

June 1 and 10: Messrs Converse, Magnotti, Proctor Cramer, and Wilson from the State Department staff met to discuss and plan the daily schedule for the student-participants. They previewed films, secured additional teaching materials, discussed possible field trips, and planned the schedule for the first two weeks of the institute. At these meetings preliminary plans for the third and fourth weeks of the institute were outlined.

June 14: This meeting was held in the Reading-Study Center, University of Delaware. Dr. Henderson and Dr. Laws, and Messrs. Magnotti, Proctor, Converse, Cramer, and Wilson were in attendance. At this meeting, a division of the primary responsibilities of the institute was assigned as follows: Mr. Cramer was to coordinate all materials related to teacher-participants. Mr. Converse was to coordinate all details concerning the demonstration classrooms. Following is a partial listing of the delegation of responsibilities:

Mr. Cramer--

1. Arranging teacher-participant class schedules
2. Arranging and directing writing seminars for production of occupational booklets
3. Arrangements and planning of the first week of the institute for teacher-participants
4. Arrangements for public seminars
5. Registration orientation of teacher-participants
6. Arrangements concerning budget liason matters of State Department staff.

Mr. Converse--

1. Arranging student-participant schedules
2. Arranging field trips and guest speakers for the demonstration classroom
3. Arrangements concerning dispersion of lunch money to children
4. Arrangements for securing home economics teacher
5. Administrative details related to testing and securing of materials for deomstration classroom needs.

At the conclusion of this meeting it was agreed that all was in readiness for the beginning of the institute.

B. Orientation of Teacher-Participants

The orientation of teacher-participants to the institute program can be described in three phases.

1. Orientation to Program: On the opening day of the institute Dr. Hodgson, institute coordinator, and Dr. Stauffer, institute director, each gave a lecture designed to indicate the direction and the program which the institute would follow. It covered the objectives which the institute intended to accomplish as well as the methods by which these objectives would be accomplished. Mr. Ronald Cramer, reading specialist and assistant to the director, also spoke to the participants, indicating to them what was expected in terms of work which they would have to accomplish during the six-weeks period.
2. Orientation to Campus: On the opening day of the institute a one hour session was held with the teacher-partipants under the direction of Mr. ROnald Cramer. During this session, an explanation was given to the participants concerning registration procedure as well as an explanation of recreational facilities available at the University. Teacher-participants were advised about the social and cultural program available to them. They were also advised as to where various University Service Organizations were located on campus.

3. Orientation to the Disadvantaged: The entire first week was devoted to an orientation session with respect to the disadvantaged youth. The details concerning this orientation are explained under Objective Number A in this report.

C. Relations with State Department Staff

The institute was conducted at the University of Delaware under the direction of Dr. Russell G. Stauffer who was assisted by Mr. Ronald Cramer and Mr. Jerry Converse. The institute was conducted in cooperation with the State of Delaware Department of Vocational-Technical Education and Extended Services. Dr. Paul M. Hodgson, Assistant State Superintendent of Education in charge of Vocational-Technical Education and Extended Services, was the coordinator of the institute from the State Department staff. He was assisted by Mr. E. Hall Downes, Consultant on Articulation between Academic and Vocational Curricula and by Dr. Ruth M. Laws, Supervisor of Vocational Educational Research and Planning.

The cooperation between those responsible for running the institute at the University level and those responsible from the State Department Staff for coordinating the institute was excellent. Assistance was always available whenever it was needed and requested. Members of the State Department staff were avilable for consultation whenever they were needed.

The institute made use of such State Department staff members as Mr. John Wilson, Director of Occupational Information Services, Dr. Steidel, Science Coordinator, Dick Krueger, Audio-Visual Specialist, and Mrs. Diana McClure, responsible for budget matters.

Dr. Hodgson, Dr. Laws, and Mr. Downes made frequent visits to consult and assist in the on-going program of the institute. Their advice and help was always available at a moment's notice and they were very helpful. They were particularly helpful in matters relating to budget, curricula of the institute, and public seminars.

D. Physical Facilities

The institute was housed in two separate institutions, the University of Delaware and the Newark Central Junior High School. Two classrooms were rented from the Student Center of the University of Delaware. The offices for the institute were also in the Student Center. The auditorium was large enough to accomodate 200 guests.

The demonstration class and the 20 disadvantaged youth who participated in the institute were housed in the Newark Central Junior High School. They had at their disposal the regular classroom plus the availability, upon demand, of the home economics room and the shops. All audio-visual equipment and other facilities of the junior high school were available, upon request, to the institute staff.

All physcial facilities obtained were entirely satisfactory and adequately met the needs of the staff, teachers, and students.

E. Teacher-Participant Communication and Relations with Director and Staff during Institute

Two methods were employed to maintain open communication channels between the teacher-participants and the directing staff:

1. Gripe Committee: A committee of four teacher-participants was appointed to relay to the staff any problems or suggestions which arose during the six-weeks institute. The committee was appointed for the purpose of noting matters which might be or become a source of friction or frustration to the teacher-participants. When a problem or suggestion was brought to the committee, they discussed the matter with the director or a member of his staff. The problem would then be discussed with the entire group of teacher-participants during a session held for this purpose as often as needed. During the six weeks a number of problems were discussed and resolved at these "gripe" sessions. If no specific problem arose, the time was used to discuss ways of improving the on-going institute. A method frequently used during these meetings was the Problem Solving Conference Technique.

2. Individual Conferences: A second method of maintaining open communication channels was through the use of individual conferences. The director and assistant directors maintained an "open door" policy. This policy meant that any teacher-participant could have direct access to the director or assistant directors when the teacher-participant wished to discuss any matter relevant to the institute.

F. Findings:

The findings regarding procedures take two forms:

1. Group Questionnaire*:
    a. The teacher-participants rated the administration and organization of the institute as "good."
    b. Responses relevant to administration and organization generally ranged from "very good" to "adequate." However, most of the responses were in the category of "good."
    c. The area of pre-institute publicity and information provided for teacher-participants was rated as "inadequate."
        1) Pre-institute information regarding housing and boarding facilities was

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* see evaluations and conclusions for description of questionnaire

considered "inadequate" by teacher-participants. Only three of the teacher-participants lived on campus during the course of the institute. They indicated that they did not receive sufficient information regarding University housing and board.

2) No negative impressions were recorded with respect to the type of housing and board eventually provided. All the negative criticism centered around administrative arrangements concerning housing and board.

2. Informal Impressions from Group Discussions: During the last two days of the institute several sessions were held to evaluate the institute proceedings which discussed implementation of the institute program in the future. During these discussions it was frequently mentioned by the teachers that the institute was generally well run. They indicated that it appeared that pre-institute preparation and pre-planning had been very good.

G. Conclusions and Recommendations:

1. Conclusions:

a. A more effective method must be planned in future institutes for disseminating information regarding housing and boarding facilities available at the University.

1) The low ratings from teacher-participants in the area of housing and boarding information may be regarded as a result of late submission of the proposal and late approval from Washington. This made it impossible to secure teachers in sufficient time to meet University deadlines regarding registration for housing and boarding facilities.

2) Negative criticisms regarding housing and boarding facilities were partially due to the fact that teacher-participants either failed to or were unable to make necessary arrangements with the housing division of the University of Delaware before registration deadlines.

b. Organization and administration of the institute must be considered above average in view of the constantly high ratings received from the teacher-participants.

c. State Department of Education and University people can work co-operatively and harmoniously in planning and executing unique educational experiments.

d. Informal impressions gained from evaluation sessions held during the last two days of the institute indicate the overall procedures for this institute were generally well above average and may probably be considered superior.

2. Recommendations:

   a. Proposals for future institutes should be initiated in October or November so that final approval will be assured by January or February. This would then allow a more adequate amount of time for pre-planning. Problems such as those regarding housing deadlines could then be avioded.

   b. Pre-institute staff:

      1) Directors and/or assistant directors of institutes should commence full time work on institute matters two to four weeks in advance of the initiation of the institute per se.

      2) If directors and/or assistant directors are expected to prepare the final report they should plan on working two full weeks after the conclusion of the institute.

      3) A full-time secretary should be hired two or more weeks in advance of the

institute per se. This would facilitate ordering of necessary materials, sending correspondence and other clerical functions vital to a smoothly operating institute.

4) All staff members salaries should be considered full time for the length of the institute plus the weeks of work involved in pre- and post-institute planning and reporting.

c. Final approval of budget and final funding should be completed at least one month in advance of the beginning of the institute. This would enable one to secure supplies, equipment, and other necessities to operate an efficient institute.

These suggestions are important because pre-institute reporting determines the usefulness of the experiment to others who may be interested in replicating the study.

V. EVALUATION AND ANALYSIS OF INSTITUTE BY TEACHER-PARTICIPANTS AND STUDENT-PARTICIPANTS

The body of this report contains specific findings and conclusions relevant to each major objective of this institute. In this section a detailed account is given of two instruments used to evaluate the overall effectiveness of the institute.

One of these instruments was a questionnaire administered to the teacher-participants and the other was a questionnaire administered to the student-participants. A detailed description is given of each instrument, how it was administered, findings and conclusions drawn from these instruments.

A. Group Questionnaire - Teacher:

One measure of the effectiveness of the institute, from the standpoint of the teacher-participants, was a group questionnaire which was prepared and administered by the staff.

The questionnaire was an adaptation of a questionnaire prepared by Dr. Russell Stauffer as an evaluation instrument of 52 NDEA reading institutes throughout the country. The questionnaire covered five major areas relative to institutes.

1. Objectives
2. Organization and administration
3. Instruction and staff

4. Effect of the institute on teacher-participants
5. Post-institute application of institute learnings and goals.

A series of questions relative to each of the five major areas was written and/or adapted to this institute. Each question could be responded to on a six point scale. Possible responses from highest to lowest response were as follows: very good, good, adequate, inadequate, very inadequate, no response.

The procedure for administration of the questionnaire was as follows: the seventeen teacher-participants were divided into two groups of sizes nine and eight respectively. Each teacher had a copy of the questionnaire. They were first asked to respond individually to each question within a major area. It was felt that they should each first respond individually to avoid group pressure or conformity. After each teacher had responded individually, each question was then responded to in terms of a group concensus. Each of the groups discussed what would be a fair group concensus for each particular question. The leader of each group led the discussion and elicited a group decision concerning which response would be appropriate for each question in terms of a group concensus.

1. Specific Findings:

   a. Objectives of Institute: Responses indicated that the teacher-participants believed that attainment, understanding, learning, lucidness, and achievement of the objectives of the institute, as the teacher-participants understood the objectives of the institute were predominately in the "good" to "adequate" categories.

   b. Organization and Administration of Institute: Teacher-participants' responses rated the administration and organization of the institute as "good." Responses generally ranged from "very good" to "adequate." Teacher-participants response suggests that administration matters relating to pre-institute publicity and information was generally "inadequate."

   c. Instruction and Staff of Institute: Analysis of teacher-participants responses in this area overwhelmingly supports the contention that instruction was believed to be "good." Responses were primarily in the "good" to "very good" categories. Instruction and staff was never rated lower than "adequate." Less than 10 percent of the responses were rated as low as "adequate."

Teacher-participants considered the instruction to be relevant, stimulating, appropriate, well balanced, varied, interesting, and of high quality.

They believed that the staff was generally helpful, competent, thoughtful, and appropriate in terms of ratio of teachers to pupils.

d. Effect of Instruction on Teacher Participants: Teacher -participant responses in this category indicated very little variability. All questions bearing upon the effect of the instruction upon teacher-participants were rated in the two highest categories, i.e., " very good" or "good." Apparently the teacher-participants believed that the institute challenged their intellect, changed their attitudes and outlooks toward disadvantaged youth, and motivated them to set new goals of excellence in teaching.

e. Post-Institute Application of Institute Learnings and Goals: Teacher-participants strongly indicated that the corrective and remedial instruction objectives of this institute were carried out competantly.

Responses indicated that all questions in this section were rated "good" or "very good."

Teacher-participants further stressed that local school authorities will support a program designed along lines similar to the program outlined during the course of this institute.

They indicated that they considered the basic objective and ideals of this institute to be of sufficient value to dissiminate to other teachers.

They support the idea that the learnings gained in this institute were unique and probably could not be gained in any other way or place.

2. Specific Conclusions:

   a. Objectives of Institute: The objectives of this institute as understood by the participants were accomplished in an "adequate" to "good" fashion.

   b. Organization and Administration: The organization and administration of the institute was considered by the teacher-participants to be "good." An exception to this can be noted in the area of dissimination of pre-institute information and publicity. It should be noted that the proposal for this institute was not submitted until May. Tentative approval was given in June. This "last minute" character of administrative procedures undoubtedly accounts for the inadequate pre-institute dissimination of publicity and information.

c. Instruction and Staff of Institute: The teacher-participants overwhelmingly concluded that instruction in this institute was of a superior quality and relevant to their needs. The staff and teacher-participant interaction was also considered outstanding by the teacher-participants.

d. Effect of Instruction on Teacher-Participants: The impact of the institute proceedings. instruction, and overall program upon teacher-participants was believed to be unusually high by the teacher-participants.

e. Post-Institute Application of Institute Learnings and Goals: Judging from the findings of this questionnaire the teacher-participants can be expected to apply the learnings that were gained from the institute. It can be also anticipated that many of these teachers expect their school districts to cooperate in programs similar to the experimental program conducted in this institute.

3. General Findings: General findings indicate that the teacher-participants believed the institute was generally well run and properly organized. They felt that the institute program that had been planned and executed was generally above average. They indicated that the effect the institute had upon them was quite outstanding and that many of the things they learned would be of considerable value to them in their future teaching careers. Generally, however, the findings indicate a general weakness in the pre-institute purpose and plan. This finding is not surprising in view of the brief time intervening between the decision to submit a proposal and the beginning of the institute itself.

4. General Conclusions: The following general conclusions appear warranted from an analysis of the group responses:

    a. Both instruction and learning that took place during the institute was well received and properly executed.

b. Instruction in corrective and remedial procedures in reading was considered particularly effective and valuable by teacher-participants.

c. Overall impact of institute instruction and proceedings upon teacher-participants was quite favorable.

d. Organization and administration of the institute was considered to have been properly conducted.

e. Pre-institute information to prospective teacher-participants was insufficient and inadequate.

f. Interaction between staff and teacher-participants was "good."

g. Post-institute application of institute learnings may be expected according to teacher-participant responses.

h. Teacher-participants believe that a program similar to the one developed during the course of this institute would be well accepted in their school districts. They also believe that such a pre-vocational occupation emphasis would be worthwhile.

B. Group Questionnaire - Students:

The student questionnaire was prepared to gather the students' impressions and reactions to their participation in the experimental program. The children were instructed to answer the questions individually. If they could not read a word or if they did not understand a question, they asked the vocational counselor for help.

It will be noted that the totals reported on the questionnaire do not always equal 100 percent. This is because some students did not answer certain questions. There were a few places of confusion in the questionnaire, notably, questions number eight and fourteen. Another point for confusion is in the use of the term "teacher."

1. Specific Findings: Following are the 30 questions on the student questionnaire and the responses given:

Why do you think this course was offered during the summer?

45 percent wanted help with grades;
35 percent sought information about jobs

What were your reasons for attending this summer class?

40 percent out of curiosity and interest;
35 percent for money

In what way did the class not fulfill your needs as stated in question number two?

50 percent no response or no disappointment; 35 percent wanted more recreation

What changes would you make if you could start from the beginning again?

no consistent choice; 20 percent wanted more activities

What is your opinion about the size of the group in the class (20 students)?

60 percent all right; 20 percent too large; 5 percent too small

What is your opinion about small group meetings of all boys and all girls?

80 percent would like separated groups; 10 percent liked mixed groups

What is your opinion about the opportunity for individual counseling, testing, and guidance?

55 percent liked it; 25 percent did not like it; 20 percent mixed

What is your opinion about the group tests given?

no significant answer; 20 percent said it was too hard; 15 percent said it was to easy

What do you think about the length of the summer class (six weeks)?

35 percent felt it was too long; 30 percent felt it was adequate; 20 percent felt it was too short

What do you think about the length of the class day?

65 percent too long; 30 percent adequate; 5 percent too short

What do you think about the length of a class week?

70 percent adequate; 20 percent too long; 5 percent too short

What is your opinion on the extra-curricular or social activities planned as a part of this class?

65 percent said they were okay

What is your opinion of the visiting speakers? Their qualifications; how good were they; did they change your ideas about an occupation?

75 percent answered only part of the question; 15 percent no response

What did you think about the way you were selected to attend this class?

no significant answer; 30 percent thought it okay; 15 percent said it was not okay

Was the course content in agreement with your expectations?

45 percent answered yes; 20 percent said no

What did you think about the different aspects of reading instruction dealt with in this class?

55 percent liked it or felt it was okay; 20 percent didn't like it

What methods of presenting materials did you find best in terms of learning?

60 percent did not answer or misunderstood

As a result of the class, do you think you are more sensitive to the importance of your school record?

55 percent said yes; 20 percent said no

As a result of the class, do you think that you are more aware of different occupations? If yes, in what way?

65 percent yes--how and where to get a job; 5 percent said no

What did you think about the materials available for your use?

65 percent said adequate and/or helpful

Circle the best answer:

Knowledge of Subject - With regards to his knowledge of the subject, I would say
1. teachers know it very well (55 percent)
2. teachers know it well (25 percent)
3. teachers do not know it very well (5 percent)
4. Know it poorly

Presentation - I would say in relation to other courses I have taken, this class was
1. very well presented (10 percent)
2. well presented (50 percent)
3. about average (20 percent)
4. poorly presented (5 percent)

Student-teacher Relationship - I believe that during the class period
1. a friendly, cooperative feeling pervails (35 percent)
2. a cooperative feeling is lacking (10 percent)
3. neither good nor bad will is evident (30 percent)
4. teachers tend to make students angery (10 percent)

Self-Confidence - I believe the teachers are
1. usually sure of themselves (35 percent)
2. fairly self-confident (35 percent)
3. occasionally uncertain (5 percent)
4. usually uncertain (10 percent)

Interest in Students - I believe that the teachers in dealing with students show
1. great interest in students' problems (20 percent)
2. average interest in students' problems (50 percent)
3. little interest in students' problems (15 percent)
4. no interest in students' problems

Attitude toward Students - I believe the teachers in dealing with the students are
1. always considerate and courteous (25 percent)
2. usually considerate and courteous (50 percent)
3. sometimes considerate and courteous (5 percent)
4. always inconsiderate and discourteous

Answering Questions - I believe when questions are asked in class the teachers
1. answer them fully and directly (60 percent)
2. answer them partially (20 percent)
3. evade the question
4. do not answer them

Explanations - I find the teachers in explanation of difficult material are
1. very clear (30 percent)
2. clear (40 percent
3. not very clear (5 percent)
4. confusing (10 percent)

Attitude toward Differences of Opinion - I believe the teachers
1. welcome differences of opinion (40 percent)
2. recognize and allow differences of opinion (40 percent)
3. usually tolerant, but biased
4. do not recognize nor allow differences of opinion (5 percent)

Sense of humor - I believe the teachers
1. have a good sense of humor (25 percent)
2. are sometimes humorous (45 percent)
3. try too hard to be humorous (5 percent)
4. are far too serious (10 percent)

2. General Conclusions:

a. Students were generally satisfied with the instruction and the content of instruction received during the course of this institute.

b. At the conclusion of the institute students were more aware of occupational information than they had been prior to enrollment in this program.

c. At the conclusion of the institute students were generally more aware of the importance of education and the importance of their educational record.

d. Teachers did a better than average job in presenting the curriculum and arousing students' enthusiasm.

e. Separation of the group by sex would have been a more satisfying arrangement for the students.

f. The school day and the length of the institute was too long.

g. The children were satisfied with the size of the class.

h. The testing program was worthwhile to most students.

i. The general reason for attending the program was out of curiosity and interest or a desire to receive the lunch money that was offered.

VI. Conclusions and Recommendations:

A. Conclusions:

1. Vocational teachers can be oriented to the needs, characteristics, and problems of disadvantaged junior high school students in a six-week institute through the judicious combination of lectures, discussions, field trips to poverty agencies and areas, readings, and practical teaching experiences with the disadvantaged.
2. A pre-vocational core curriculum centered around a study of occupations can be successfully employed in a pre-vocational program to motivate the disadvantaged.
3. Vocational teachers are interested in, and capable of profiting from instruction and practice in corrective and remedial procedures.
    a. Teachers expressed a keen desire for further in-service and educational TV instruction in corrective and remedial procedures.
    b. Vocational teachers are capable of understanding and making use of the language-experience approach to teaching reading with disadvantaged junior high school students.

   c. Teachers are capable of using Directed Reading-Thinking Procedures with disadvantaged junior high school students.

4. Academic subject matter can be correlated with vocational activities in a manner profitable to disadvantaged junior high school children.

5. Vocational teachers were successful in using their knowledge of skilled and semi-skilled occupations to motivate disadvantaged children. This was shown by:
   a. Successful preparation of occupational booklets suitable to the achievement levels of disadvantaged junior high school students.
   b. Successfully teaching occupational information to the disadvantaged junior high school students in the demonstration class was accomplished.

6. Vocational teachers, with relatively minimal writing skills, can prepare occupational booklets that are motivating, interesting, and at the approximate instructional level of the average disadvantaged junior high school student in this institute.

7. The institute was six weeks long. This proved to be too short a time to satisfactorily accomplish all the objectives outlined in the proposal.

8. The teaching pattern of lectures, demonstrations, and practice should be used. This combination of methods is very economical in terms of time and results.
9. Results of Minnesota Teachers Attitude Test suggest that the vocational teachers in this institute may be considered average in their attitudes toward teaching*.
10. Staff members were unable to resolve the problem of precisely how the occupational core curriculum would be implemented within a given school district's total curriculum and organizational pattern.
11. While six weeks is a sufficient amount of time to introduce and acquaint teachers with corrective and remedial procedures, it is an insufficient amount of time to prepare teacher-participants to independently carry out corrective and remedial procedures in the classroom.
12. The program planned and executed in this institute was generally effective, and well received by the teacher-participants.

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* see appendix XIII

13. The program planned and executed in the demonstration class was generally well received by the disadvantaged junior high school students who participated in the class.
14. Guest speakers and public seminar speakers were particularly effective in their contribution to the institute program.
15. The pre-vocational occupational core program planned and executed during the course of this institute appears to be an effective program to prepare disadvantaged junior high school students for entry into a vocational high school.
16. Certain subject matter concepts can be taught within the framework of a pre-vocational occupational core program.
17. Home management and cultural enrichment can be effectively incorporated into a pre-vocational occupational core program.

B. Recommendations:

1. Teachers who are responsible for implementation of a program similar to the one described in this report should be:
    a. Thoroughly trained in corrective and remedial procedures.

   b. Familiar with the needs, characteristics, and problems of disadvantaged youth in general and specifically familiar with the disadvantaged junior high school student.
   c. Acquainted with a variety of skilled and semi-skilled occupations.
   d. Acquainted with psychological techniques of motivation.

2. It is recommended that an in-service program be established for vocational and pre-vocational teachers in Delaware. This program should include a strong emphasis on corrective and remedial reading and language-arts techniques. Inability to read and study effectively is perhaps the number one educational handicap of the rural disadvantaged child. Many of these children are experiencing failure in academically oriented schools and in the near future be assigned to vocational oriented schools. Consequently, it will be incumbent upon teachers in these schools to provide expert reading and communication instruction. They cannot provide such instruction unless they are properly trained.

3. A pre-vocational occupational core curriculum should be experimented with on a more extensive basis. This program should be tried out in experimental centers in the Delaware area. Only in this fashion can the feasibility of the institute program be effectively evaluated.
4. If vocational teachers are to receive instruction in corrective and remedial procedures, a greater amount of time should be spent laying a foundation and background. This would improve the reception of the instruction in remedial and corrective procedures and the mastering of the skills.
5. More opportunities should be provided for supervised practice of corrective and remedial procedures. While this was accomplished to some extent in this institute, it was largely a beginning. More time for the institute would help make this recommendation more practical.
6. More time should be spent familiarizing teachers with diagnostic testing procedures.
7. If this program is instituted on a wider basis. consideration should be given to a separation of the pupil class by sex. Students and some staff members appear to agree on this matter.

APPENDIX I

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APPENDIX II

PUBLIC SEMINARS

university of delaware / announces

THREE PUBLIC SEMINARS

ON

DISADVANTAGED JUNIOR HIGH SCHOOL YOUTH

Presented in Cooperation With

STATE DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL-TECHNICAL DIVISION

JULY 2 at 9:30 A.M.

REACHING AND TEACHING DISADVANTAGED YOUTH

Dr. Ruth Hayre - District Superintendent
Philadelphia Public Schools

JULY 9 at 2:00 P.M.

AN ADVENTURE IN HUMAN RELATIONS

Dr. Muriel Crosby - Assistant Superintendent
Elementary Education
Wilmington Public Schools

JULY 16 at 2:00 P.M.

EMPHASIS ON THINKING

Dr. Louis E. Raths - Distinguished Service Professor
Newark State College
Union, New Jersey

Ewing Room, University of Delaware Student Center
Academy Street, Newark, Delaware

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

DOVER

RICHARD P. GOUSHA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

PAUL M. HODGSON
ASSISTANT STATE SUPERINTENDENT
VOCATIONAL-TECHNICAL EDUCATION

Dear Friend:

You are cordially invited to attend a series of three public seminars to be conducted at the University of Delaware as a part of a Teacher Institute on the Education of Low Achieving Disadvantaged Junior High School Youth.

As you know, Delaware has many economically and educationally disadvantaged youngsters. This fact presents many concerns and has implications for social and economic problems in the years ahead. To improve the situation requires the understanding and cooperation of key citizens and leaders.

The three distinguished educators listed on the enclosed program have received national recognition for their teaching, research and writing on the subject area to be discussed.

I hope you will find it possible to attend these seminars to gain new insights on the educational needs of these young people.

Sincerely yours,

Richard P. Gousha
State Superintendent

Paul M. Hodgson

Paul M. Hodgson
Assistant State Superintendent
Vocational-Technical Education
and Extended Services

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

DOVER

RICHARD P. GOUSHA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

R. L. HERBST
PAUL M. HODGSON
HOWARD E. ROW
ASSISTANT SUPERINTENDENTS

June 15, 1965

TO: All Teacher Participants

SUBJECT: TEACHER INSTITUTE ON DISADVANTAGED JUNIOR HIGH SCHOOL YOUTH (Pre-Vocational) Ed. 312 Special Problems - 6 credits

DATES: June 21 - July 30, 1965

PLACE: University of Delaware, Student Center - Blue and Gold Room

Paul M Hodgson

FROM: Paul M. Hodgson - Assistant State Superintendent for Vocational-Technical Education and Extended Services

Dear Teacher Participant:

This is the official confirmation of your admission to the Teacher Institute on Disadvantaged Junior High School Youth to be held at the University of Delaware - June 21 to July 30.

The Institute carries 6 hours of extension or "plus - 30 credit." It will operate daily from 9:00 to 4:00. An Abstract of the Institute plan is enclosed. You will receive a teachers stipend of $75.00 per week for the six weeks period. The first payment will start after July 1st.

If you plan to live on the University campus, you will be interested in the following costs for the six weeks: Double room - $84.00; single room - $96.00; meals - $92.50. You will need to bring a blanket and a pillow. Other linens are furnished by the University. For your own comfort, you may bring an electric fan and a radio. The usual summer school clothing will be appropriate. Sport shirts for men are permissible.

All Institute teachers are requested to meet in the Blue and Gold Room of the Student Center at 9:00 a.m. on June 21st.

Encl-1

May 5, 1965

Dr. Dustin W. Wilson, Jr., Superintendent
Dover Special School District
42 South State Street
Dover, Delaware

Dear Dr. Wilson:

Your school district is one of nine invited to participate in a Special Pilot Project for Low Achieving Disadvantaged Junior High School Students.

This project consists of:

a. Selecting from your 7th grades, 15 low achieving disadvantaged boys or 15 low achieving disadvantaged girls.
b. Assigning one group to one room with one teacher.
c. Recommending that the designated teacher or teachers attend a special teacher institute (see attachment) at the University of Delaware to prepare themselves to carry out the special program designed for this type of junior high school student.
d. Obtaining through the State Department of Public Instruction, Federal funds for the extra costs involved in carrying out the program.
e. Rendering nominal supervision of the pilot project (the State Department will provide one supervisor to give assistance to the schools participating in the project).

I have requested Mr. E. Hall Downes, a consultant to the State Department to call on you for the purpose of explaining in detail all features of the project.

Would you be kind enough to inform Mr. Downes (extension 495-279) if you would be free to discuss the project with him on May 12 at 9:30 a.m.

Sincerely yours,

Richard P. Gousha
State Superintendent

Howard E. Row
Assistant State
Superintendent
Instructional Services

APPENDIX III

SEMINAR SPEECHES

July 2, 1965

REACHING AND TEACHING DISADVANTAGED YOUTH

by Ruth W. Hayre

Interest, study, research, and action devoted to the education of American children described as disadvantaged have increased tremendously in recent years. Hardly any issue of an educational publication is without at least one or two articles which relate to this area of education. The avalanche of concern has been building up for over a decade, starting with the Supreme Court Mandate to desegregate the public schools, and with such straws in the wind as the talent search of the National Scholarship and Service Fund for Negro Students, and widely publicized projects carried on in places like New York City, St. Louis, Kansas City, which demonstrated successful results in the teaching of the culturally deprived. Even Sputnik played some part, because in bringing into view inadequacies in the science and mathematics education of academically talented and gifted students, it also induced educators to take a look at talent going to waste because of under-education of pupils in low-income areas. The recent and most powerful thrust came with the Civil Rights Movement of 1963, and its insistence that inequalities in the education of children because of race and social deprivation cease at once and that a program of integrated quality education be made available for all children. It is a sad commentary that educators have often dragged their feet and the privileged community shown apathy toward the needs of those less privileged than themselves.

Prodded by these forces in my own city of Philadelphia, the Board of Education organized for action, and took two forward looking steps:

First: the authorization of a comprehensive educational survey of the Philadelphia Public Schools by nationally known educators who looked into every nook and cranny of our vast urban system. They searched out the significant data we needed to have in order to build and develop programs for such improvement.

Second: the organization of a Non-Discrimination Committee with Board leadership and a total membership of 100 community leaders and educators. The work of this committee extended over the period of a year and the 200 page report gives in detail their recommendation with regard to curriculum, buildings and teacher recruitment and training to achieve quality education for all Philadelphia children.

The probings of these two hard working groups uncovered some unhappy facts as follows:

1. Increase in percentage of Negro pupils and their concentration in certain areas.
2. large percentage of drop outs
3. achievement scores in basic skills well below national norms at 6th grade and 9th grade levels
4. attitudes of teaching personnel and reluctance to teach in the so-called disadvantaged schools

The findings of the Survey and the Non-Discrimination Committee were given full exposure - radio, television, the Home and School Association workshops, community meetings and most recently an all-day conference of the total professional staff to discuss the recommendations.

One question frequently raised has been, "Where will we ever get the money to do what can and should be done?" Often lack of funds was the excuse given by the Board of Education for not doing what should be done. With the very hopeful provisions of the Vocational Education Bill, the Economic Opportunity Act and the Federal bill for Elementary and Secondary Education, no educator or school system need feel disadvantaged. The three bills delineate in detail programs for which funds will be made available. Educators and community must supply the initiative, creativity, energy, and progressive planning. Moreover, well-endowed foundations are giving generous grants not only to schools, but to private agencies to carry out work with disadvantaged children.

Stimulating and challenging suggestions for reaching and teaching the disadvantaged child are easy to come by. The proliferation of books and articles during the past five years enables educators and boards of education to become knowledgeable concerning programs which have been successful throughout the country.

The educational research service of the NEA has devoted two of its issues, one in February, 1963, the other as late as May 1965 to brief comprehensive descriptions of programs for the education culturally disadvantaged throughout the country. Here in a few pages we have an overview of what is being done, being thought, being researched and being planned in this important area. There are helpful bibliographies which will lead the student to such authors as Conant, Riessman, Shreiber, Silberman and others who have made significant contributions. For those of us who recognized the needs, the problems, and experimented with pioneer programs, the current trend seems almost like a bandwagon, and quite a few opportunists have climbed aboard. However, the emphasis, the interest, and the financial support are wonderful in that many, many children who have suffered from the lack of so much that should be part of the advantages accorded all children, can now be salvaged.

Who are the disadvantaged? In the literature we find many poignant and valid descriptions of these young people from Riessman's Portrait of the Underprivileged to Silberman's picture of the child from the slums. But just as we cannot generalize about any group of people, so we must approach with care any sterotyping of youngsters from low-income neighborhoods. A quotation from Dr. Robert Weaver, the Housing administrator, is useful in characterizing the mainstream of the deprived:

"Slums in American cities today house families which hold a wide range of values and evidence a variety of behavior patterns. Some are households with female heads and are stable none-the-less; others may be ungrammatical but adhere to high moral standards; still others evidence all the attributes of middle-class behavior and are dedicated to its values, if not recipients of its rewards. All three groups have ambition and talent but fight an uphill battle in maintaining respectability and achievement for themselves and their children."

Programs designed to reach and teach disadvantaged youngsters have generally the following objectives:

1. To improve basic skills
    "Command of native language"
    "raise level of basic skills so that high school work may be profitable"
    "increase vocational competence"
2. To provide enriched cultural, social and intellectual experiences for pupils from limited backgrounds
    "improved recreational and health activities"
3. Raise educational and vocational sights and improve self-image along these lines
    "increase number who take post-high school training"
    "assist in appropriate educational and vocational choices"
    "decrease drop-outs"
    "help them enter highest level of employment"
    "special services to maladjusted"
4. To develop a more positive attitude on the part of under-achievers towards education and achievement in school.
    "to increase motivation"
    "provide for greater emotional stability and character development"
5. To identify and develop talents and abilities now submerged
    "maintain academic courses at a level to insure academic development"
    "discovery of latent abilities"
    "raise achievement levels of a selected group to potential"
6. To effect greater cooperation from parents and community in helping school attain objectives

Six-key factors often cited are:

1. Understanding, competent teachers
2. Well-staffed and organized guidance services
3. Improvement of instruction with emphasis upon language skills, of which reading is only one.
4. A flexible and varied program of special education
5. Effective means of involving parents and securing their cooperation
6. Motivational program with help from community agencies and civic organizations

Training and recruitment of teachers

Perhaps the most important factor in any educational set-up is the teacher. Even the pupil who is not described as "disadvantaged" certainly becomes so if he has an inept teacher. In schools located in low-income neighborhoods, and especially in junior high schools, the problem of recruitment, retention, and training of professional staff can be acute. Teacher turnover is high, and the percentage of substitutes and less qualified personnel higher than in the "desirable" schools. Although there are competent and dedicated teachers, there are too many assigned to low-income schools who come in with negative attitudes toward the abilities of their pupils, attitudes sometimes mixed with fear or prejudice, with missionary, laissez-faire or patronizing attitudes very inadequate preparation in actual teaching techniques and lack of previous teaching experience, lack of training and skill in remedial techniques and the use of audio-visual aids, lack of understanding of needs and problems of youngsters from slum areas.

The Philadelphia schools are making many efforts to improve the calibre of professional employee, and particularly those teachers and administrators who serve in so-called difficult schools.

Some steps already taken are:

1. Obtaining the cooperation of the colleges and universities who prepare teachers to make definite efforts to interest and recruit teachers for the more challenging positions,

and give them the necessary training for success.

Projects include:

- a. SITE - School Improvement and Teacher Education - Temple University program to train teachers for the inner city schools
- b. Intern program, with special emphasis upon the inner city schools. Interns observe in, do student teaching in such schools.
- c. Intern in math teaching to meet the need for many teachers in this area

2. Setting up programs for massive in-service education on a district and city-wide basis with emphasis on:

    - a. Teaching language skills to disadvantaged children
    - b. Linguistic approach to the teaching of reading
    - c. Orientation of new teachers - seven meetings on school time with opportunities for observation of master teachers
    - d. Special workshops for teachers who are participating in the voluntary transfer program to foster integration of faculties
    - e. Courses in inter-group education

Generally, new teachers coming into the inner city school part too easily with all the sound educational theory they have learned. To implement what they have learned is indeed a very diffiult task, with long hours of preparation, great skill, and a functional understanding of human nature as it goes through a complex but definable process of development and growth.

In-service training is an important part of a teacher's orientation to the inner city or the rural slum. Appropriate changes in teacher perception must occur to insure reasonably objective reactions to child, family and neighborhood, and to insure the teacher's positive expectation of the child's capacity to learn. The teacher's first perception may be of a child who neither looks, nor acts, as a proper child should look and act in order to learn. Somehow, the teacher must become aware of this child's whole life, including all of his life which contributes to his lack of success in school. Then with this understanding, the teacher may see, beneath the passivity or the discontent, a child who can learn.

Improvement of Instruction

As has been inferred above, though impoverished, low-income pupils have many disadvantages with which to cope, and these have been delineated, perhaps the chief cause of their lack of academic achievement and school success is impoverished instruction. Shockingly poor teaching and low level of instruction can be found in schools serving low income neighborhoods, and small wonder that the products of these schools from first through 12th grades fail to compete academically, are below national norms in achievement tests, and drop out of school.

Intensive, carefully thought-out, well subsidized plans for improvement of instruction have proved effective in many situations. The Educational Improvement Program in Philadelphia stresses achievement at the first grade level, reduction of class size to 30, superior teachers, consulting teachers, and evaluative service from Temple University, as well as a wealth of instructional aids.

Most programs emphasize special attention to the teaching of the language arts. In the Great Cities School Improvement

Project for youngsters of limited background, to help offset the lag in language growth apparent in most of the Project area children, it seemed necessary to add experience designed to counteract the effects of environmental deprivation. Therefore, it was decided at the outset of the Project to experiment with materials and methods in the language arts areas. Experimentation in reading included trial use of a relatively "culture free" beginning reading and writing system use of varied approaches to grouping, materials for concept building and increasing power in the comprehension skills, and experimentation with different approaches to the retarded reader in upper grades in junior high school. New systems for beginning handwriting and for making the transition from manuscript to cursive writing were tried and proved effective. A highly organized system for teaching spelling, including definite word lists and a highly structured program for developing skills in functional writing, were also tried. Experimentation has also been initiated in the areas of grammar and correct usage and speech improvement.

At the secondary school level, the problem of a widening gap between actual achievement in reading and the desired achievement becomes apparent. So many youngsters by the time they reach junior high school are at least one year below the grade level for reading. The need for remedial measures becomes urgent if the pupil is to catch'up and succeed in the high school program. One high school, the William Penn High School in Philadelphia, initiated a school wide campaign to achieve the following goals:

1. to raise the general and individual reading levels;
2. to increase word recognition and paragraph comprehension;
3. to learn new skills in word attack, word analysis;
4. to develop an interest in leisure time reading;
5. to improve other areas of communication skills (speaking, writing);
6. to improve work in other subjects, especially those which require much reading preparation (social studies, sciences, math).

The main features of the program were:

1. school-wide testing to ascertain grade level, using the Stanford Advanced KM test;
2. grouping of students according to reading level instead of grade in all English classes, e.g., all students, whether 10th or 12th grade reading at the 5th grade level were grouped in classes geared for the 5th grade reading level, etc.
3. purchase of special reading materials, hardcover and paperbound books and booklets from the Philadelphia Textbook List (Developmental and Remedial Reading) to supplement the regular stock;
4. in-service course immediately following the school day to give instructions to the total faculty, as emphasis on reading improvement was to be done not only in the English department but in all subject areas;
5. parental involvement through special meetings with parents to explain the reading campaign;
6. motivational devices such as posters, assembly programs, skits, emphasizing the importance of becoming a good reader;
7. use of new techniques and devices such as the tachistoscope, programmed workbooks, the tape recorder. The number of remedial reading teachers was increased from one to two.

The Stanford Advanced LM Reading Test (paragraph test and word meaning test) was given at the end of the school year. The results indicated a general raising of scores. This in itself was gratifying. More gratifying was the interest shown by the teachers and students in the improvement of reading skills, in the desire to improve, and in the approach to the entire program. At first there was some grumbling because girls in the upper grades found themselves in classes containing girls in the lower grades. As the need for improvement was pointed out and as their own disabilities were singled out, the upper grade girls began to worry less about status and more about personal growth.

Let us remember that although the ability to read is important for success in our verbal society, there are many other ways in which communication can be established other than by the printed word -- television, radio, picture magazines, films, tape recordings of poetry, speeches, live presentations of speeches. Actually the art of listening can be more important than that of reading in many situations. Does everyone have to have a high reading level for successful participation in the mainstream of life? Just what would be a reasonable minimum of reading skill to cope with today's newspapers (including editorials)?

Let us be wary of making a fetish out of reading level, and perhaps only adding to the burden of inadequacy and inferiority already borne by the disadvantaged child. After both teacher and pupil have done their best, they should be reminded that there are many persons who are making worthwhile vocational contributions in today's world who are not fluent readers. In our zeal to improve reading, let us not minimize the other language skills through which we communicate to those around us. Reading is a passive activity through which we receive, but writing and speaking are the media through which we give. A recent publication of the U. S. Office of Education, "Improving English Skills of Culturally Different Youth," offers much in the way of suggestion, and we learn that as the old saying has it: "There's more than one way to skin a cat."

Guidance

An adequate, comprehensive guidance program is a must in any school which hopes to do an effective job of reading disadvantaged pupils. One of the most serious lacks experienced by these youngsters is that of adult guidance, advice, counseling, encouragement, loving and kindly criticism from knowledgeable and concerned parents, aunts, uncles, grandparents, from Scout troop leaders, religious leaders, enlightened friends and neighbors. The child from the slums is often completely at a loss for even one sympathetic adult to whom he can turn. I do not believe I need belabor the point that these children, who are most in need of adult guidance have least access to it, and this need must be met by the school.

Guidance should be organized on a comprehensive basis, involving almost every member of the professional staff, who must be enabled to see his role clearly in the total pattern of guidance. A team approach should be used, with many persons and many different kinds of persons involved to meet the varying problems and needs.

Examining the guidance programs of various projects such as Higher Horizons in the New York City and Project WINGS of the Philadelphia schools, it becomes apparent that the guidance of all school personnel will have changed somewhat. It has become necessary to re-define roles in the new guidance program - the principal, vice-principal, classroom teacher, attendance worker, teachers especially assigned by discipline, for roster and scheduling work, the department heads, as well as that figure who is usually considered the mainstay of the guidance program -- the counselor. In the Philadelphia schools the present ratio is one counselor to every 500 pupils in the junior and senior high schools, one to every 1000 in the elementary. We would like to see this become one to every 250 at the secondary level, and even better in schools where there are large numbers of the culturally disadvantaged.

The main function of an effective counselor is working on an individual basis with pupils in an effort to help youngsters with serious problems -- economic, social, educational, avocational, emotional, family, etc. Pupils may be referred to the counselor for academic stimulation and help, prevention of drop out, development of pupil interest, emotional problems and discipline (attempts to reach the cause of maladjustment and to give pupil supportive help in improving behavior), family problems, health counseling (with help of school nurse, doctor, neighborhood clinic, etc.), class placement, improvement of self-image. The good counselor realizes she is part of a team, and is knowledgeable concerning the contributions that other persons can make to the guidance of a child.

In addition, of course, to individual counseling, there must be a well-thought out program of group guidance. In Philadelphia we have tentative guidance manuals for the junior high only recently produced by a central committee of principals and counselors. Much of this, however, is geared for the homeroom period, and I feel will be effective only to the extent that the teacher is effective in her preparation and presentation of the guidance lesson. Counselors are not used for this particular program on a regular basis, but may certainly be called upon for special assemblies or meetings dealing with course selection, college preparation, job information and motivation.

Actually, there are many ways in which the classroom teacher can give both group and individual guidance--how to study the particular subject, how the subject relates to the pupil's vocational objectives. The guidance program should be a vital, all-embracing concern of the school.

Occupational or Vocational Guidance

Disadvantaged children almost invariably have a woeful lack of information about occupations, and of the relationship between school and work. In a middle-class environment, this information is a normal concomitant from an early age of family and community relationships. For disadvantaged pupils the schools must assume this responsibility with planned programs beginning in the elementary schools. Such programs have generally been accompanied by efforts to raise the self-image of pupil and to give him suitable models to emulate. The school cannot wait until the children enter high school to begin intensive prevocational counseling.

Some elementary schools are providing vocational units in the sixth grade, with full-fledged career conferences, speakers who come into the classroom to talk about vocations, trips to factories, etc.

Vocational guidance and vocational education face real problems in small or rural schools. A recent article in the Bulletin of the National Association of Secondary School Principals by Ralph Bohrson, "It's Too Peaceful in the Country," points out that the "small high school curriculum suffers from vocational education malnutrition," that there is overblown curricular emphasis on college preparation, and the problems of isolation, tradition, out-migration, and declining employment opportunities. A commentary from the 1963 report by the panel of consultants who reviewed the federal vocational acts indicates that youth in small towns have relatively little opportunity to get preparatory training for industrial occupations, and where they do have some opportunity their choices are greatly restricted. The rural high schools have paid little attention to training for the large number of youth who must migrate to urban areas to obtain employment and have concentrated their efforts on agricultural and home economics programs.

Realism in selecting an occupational goal is chief among many small school students' deficiencies. Rural youth have lower occupational aspirations than do urban youth. Farm-reared youth are more likely than the urban-reared to hold manual labor jobs. This may be attributable to many factors: lack of adequate vocational guidance, limited perception of the range of occupations, low parently aspirations, low value placed on non-farm skills, low economic status of family, narrow programs in the schools, minimal qualifications of teachers and adminstrators, early dropout of students, etc.

Parental Involvement

Recent happenings in the Civil Rights movement indicate that parents of disadvantaged children are not nearly so apathetic concerning the education of their children as is sometimes supposed. Parents have organized, picketed, marched, and staged sit-downs in order to get quality education for their children.

Many parents, however, are greatly in need of guidance with regard to how they can best help their youngsters to make the most of educational opportunities. Every channel of communication between home and school should be used to engage the cooperation of the parent and to inform him concerning the offerings and services provided by the school. The employment of school-community coordinators has been tried in Philadelphia with great success. These women, who are grassroots leaders in their own small communities, relate very well to the hard-to reach parent. They make friendly home visits, work with pupils referred to them by counselors, organize Good Neighbor clubs, work with community organizations, and in many ways interpret the school to the community and the community to the school.

Evening classes, daytime discussion groups, television panels are all devices to help in the involvement of parents.

Motivation and Self-Image

What is motivation? This hardly needs to be spelled out. The teacher's problem is to arouse those that sleep, awaken the dull, prod the lazy, and in some miarculous way, infuse the will to learn, the determination to make the best of one's talents, the courage to step forth and reach out toward new vistas of achievement. The motivation of children of culturally deprived backgrounds is particularly fraught with difficulties.

A fundamental block is the negative self-concept, characterized by feelings of inferiority, diffidence, even self-hate, which these children bring to school with them. In disadvantaged children, especially those belonging to a minority group, these feelings accrue not only from unfavorable environmental factors but from the burden of race with its concomitants of prejudice and discrimination, unquestionably a tremendous handicap to the full, free development of any child.

Moreover, at the senior high school level, further emotional conflicts, characteristic of the older adolescent, may add to feelings of inadequacy--relationships with the other sex, anxieties about jobs, and money worries.

School programs can motivate pupils to higher levels of aspiration and achievement by:

1. Improving their self concept
2. Meeting basic emotional needs--the need to belong, the need to contribute and the need for approval
3. Providing as enriched and exciting an educational environment as possible.

The poet Whitman wrote, "A child went forth every day, and the first object looked upon that object he became, and that object became a part of him." Long ago, Gordon Allport noted a child's need for "self-respect and self-esteem" requires careful nurture from family and society. This suggests that familial love and support as a source of positive self-reference must be reinforced by acceptance of the individual in society. Some ways to improve self-image at the elementary school level are:

1. Learing each child's name and using it as often as possible
2. Fostering mutual courtesy and respect in the classroom
3. Being generous with praise
4. Introducing the role image with whom the child can identify.

At the secondary level, some specific techniques and activities found effective are:

1. Verbalized campaigns to inspire and motivate with a philosophy spelled out in simple terms, e.g., "Play it cool, stay in school," or, "It's not the I.Q. but the I Will which is important."
2. Recognition and rewards.
3. Provision of opportunities for success by differentiated curricula and flexible rostering. By the time many pupils reach the upper grades they have an accumulation of academic frustrations and failures.

4. Provision of a varied activity and extra-curricular program to give each pupil a sense of belonging and a chance for enjoyable activity and worthwhile social relationships, as well as provide opportunities for talent identification and development.
5. Participation in Big Sister or Big Brother programs where youngsters on a one-to-one basis receive inspiration and guidance.

Evaluation of Programs

Where there has been evaluation and an objective appraisal of results and outcomes, the following has been evidenced, as listed by Riessman (The Culturally Deprived Child):

a. Practically all human beings have vast stores of untapped potential which awaits only the knowledgeable person who knows how to take the lid off.
b. The culturally disadvantaged require the same education as others, but they must be met by a willingness to start where they are and they must be moved by a pedagogy meaningful to these.
c. Success is undergirded by a bond of faith which embraces and binds together learner and teacher, giving hope and satisfaction to both.
d. The delights and satisfaction of learning are no less coveted by the culturally disadvantaged than by other segments of society. Indeed, such satisfactions may be more genuine and more lasting than among those sophisticates who apparently already have been everywhere and seen everything.

Outcomes of intelligent, well-planned and adequately subsidized programs to reach and teach the disadvantaged are:

1. Improved achievement scores in reading and other basic skills.
2. Improved attendance, less truancy.
3. Improved behavior and attitude.
4. Improvement in academic achievement, marks, etc.
5. Increased involvement of parents and community.
6. Fewer drop-outs.

AN ADVENTURE IN HUMAN RELATIONS

Dr. Muriel Crosby

There is nothing more dangerous to the potential of the disadvantaged child than group intelligence tests. "The danger is in labeling a child ... in putting a ceiling on his potential."

'In group intelligence tests, we are measuring experience, not gray matter."

'Often in schools under such a system of I.Q. tests we teach a child to fail. I've never thought that schools were meant to teach a child failure.'

Basing her remarks on the Wilmington public school system's three year project study on children and schools in changing neighborhoods she said, "It takes duty plus commitment on the part of teachers and administrators to accept some disadvantaged children rather than to reject them."

These children, too, she said, have no sense of cause and effect relationships. They have come sometimes from generations of people who have given no thought to the future, she added.

She praised the government's antipoverty program as being a step in the right direction, but said, "Children deprived now are a result of generations of deprivation," and added that she hoped Washington wouldn't expect miracles to happen in a short span of 10 or 12 years.

Language development was another problem. It is the job of teachers to keep alive the keen interest 5 - 7 year olds have in language and expression, even though their family and neighborhood dialects aren't necessarily the ultimate in expression. Schools need to teach the appropriateness of expressions and must start where the child is. "Unless deprived children can grow in their native English language, they'll never get that job," she said.

Children from disadvantaged areas often have a keen sense of human values, Dr. Crosby said, citing such things as the friendly man at the corner grocery who gives the family credit when Mom's check doesn't arrive and the woman next door who baby-sits so an older child can get some time off from caring for the younger brothers and sisters while the mother works. In contrast, it often is the middle class child who expresses values primarily on material things in his neighborhood.

AN EMPHASIS ON THINKING

Dr. Louis E. Raths

Dr. Raths gave an outline of teaching for thinking. This outline is equally applicable to all levels because the rich and the poor alike require training in thinking. He stated that the ability to think is pretty equitably distributed throughout the population. He warned that the world will lose tremendous resources if we fail to tap the valuable potential of the poor and that failure to tap this potential could set us back a century.

He added that in his years of teaching he had discovered discrimination clear back in the '30s. He stated that he believed this discrimination still exists today.

Dr. Raths gave the following guide to teaching for thinking:

1. Comparing. Wherever children have a chance to compare, it involves thought.
2. Observing. We don't see or hear the same things. By seeing how different we are in what we are sensitive to, our eyes and ears begin to grow larger.
3. Interpreting. Give children data tables, movies, stories, to study and compare conclusions.
4. Classifying. Don't deny the child the privilege of putting things into categories.
5. Criticizing. Kids love to criticize, especially their elders. To be able to sound off is to be part of the power structure, but the child must learn he has to know what he's talking about.
6. Summarizing, or looking back and pulling together.

7. Assumptions. Practically every decision we make depends on certain assumptions.

8. Problem solving. Make them apply in principle.

9. Decision making. Let them decide what should be done and why.

10. Hypothesizing. Learning to take the problematic situation and seeing the alternatives.

111. Imagining. Let them imagine what it is to be on the moon or Mars or to have all the money or power they want ... to dream in an Alice-in-Wonderland way.

12. Projects - (interviewing, planning reports, etc.)

APPENDIX IV

OCCUPATIONAL BOOKLETS

OCCUPATIONAL BOOKLETS

List of occupational areas selected by teacher participants for production of occupational booklets:

1. Beauty Culture .... Frank Bradley, Elroy Holden
2. Carpentry .... Roger Fisher, Joseph Jackson
3. Retail Selling .... Burns Marvil
4. Technical Drawing...Thomas Phillips, Howard Lightner
5. Brick Masonery...........William Matz, David Bachman
6. Waitress...........Claudia Holden, Florence Williams
7. Nurse Aid .... Dorothy Smith, Mary Floyd, Patricia Heather
8. Recreation Aid........Shirley Schell, Barbara Caudle
9. Auto Mechanics...........Henry Lutton, David Bachman

APPENDIX V
COMMITTEE REPORT

June 25, 1965

A TOUR OF WEST VIRGINIA PULP AND PAPER

West Virginia Pulp and Paper makes 300 tons a year, 60,000 pounds a day and services 48 different companies. The heads make $2.00 an hour and you can work your way from bottom to top. All the shop people are young and the average working age is 28. The plant in Newark has been open two years.

Breaks: Male - no set lunch period, break when can.
Female - 30 minute break.

About 250 people work there. There are approximately 50 women and 250 men.

These are the things we saw and liked best: Departments - printing, loading, designing, plate, offices, motorized lifters.

The pay order: heads, secretaries, printing, dyeing, cutting, packing.

Bobby Smith
Kenny Banning
Milford Bates
Corbit Norman

APPENDIX VI

TESTING OF STUDENTS

TESTING OF STUDENTS

Following is a brief description of all tests administered to the junior high students who are participating in the Summer Institute. A brief description of the Minnesota Teacher's Attitude Inventory is also given.

INTEREST

The Geist Picture Interest Inventory: This is an interest inventory in which the subjects state their preferences on the basis of pictures rather than printed statements such as the Kuder or Strong. It was chosen because of the reading problems exhibited by the Institute students as well as the fact that pictures are closer to real life situations than are printed statements. Quantitative interest is assessed in eleven general areas: Persuasive, Clerical, Musical, Scientific, Outdoor, Literary, Computational, Artistic, Social Service, and Dramatic. The inventory actually consists of 44 triads of drawings chosen to represent major vocational and avocational activities.

GENERAL INTELLIGENCE: GROUP.

The Lorge-Thorndike Intelligence Test is a group intelligence test. It was chosen in order to obtain an index of verbal ability so that a total picture of each student in connection with vocational and correctional guidance may be fulfilled.

GENERAL INTELLIGENCE: INDIVIDUAL

The Stanford-Binet Intelligence Scale is an index of an individual's ability to adapt to new problem situations. This test was chosen over the Wechsler Intelligence Scale for Children (WISC) since many of the students have previously been exposed to this latter instrument as a part of a psychological evaluation in the Newark District. The Binet tends to measure such things as comprehension, reasoning, judgment, vocabulary, memory, attention span, sensorimotor alertness, etc. In addition, this scale will give us an index of "overall capacity" insofar as reading potential is concerned.

NON-LANGUAGE SPECIFIC FACTOR

Inasmuch as the Lorge-Thorndike will give us an adequate measure of verbal ability, four of the nonverbal tests of the Differential Aptitude Tests (DAT) were selected:

a. DAT - Abstract Reasoning: This is a nonverbal test of reasoning ability. The student must understand the principle or principles governing the change of figures presented in the testing item. Under ordinary conditions, the abstract score will be relevant when the vocation requires perception of relationship among things rather than among words or numbers. The converse of this would be true for the Lorge-Thorndike. If the abstract score is high and the Lorge-Thorndike is low, then one might suspect that the Stanford-Binet would give a better pictures of an individual's "true" ability.

b. DAT - Space Relations: In this nonverbal test an individual is required to take a two-dimensional object and visualize how it would appear in three-dimensional space. This is a test of how to deal with concrete material through visualization. This ability is needed in such fields as drafting, dress designing, architecture, art, die-making, and decoration, or wherever there is a need to visualize objects in three dimensions.

c. DAT - Mechanical Reasoning: Each item in this test consists of a pictorially presented mechanical situation together with a simply worded question. The person who finds this test easy can learn to repair or operate rather complex devices. Occupations such as those of carpenter, mechanic, maintenance man, assembler, and hundreds of others in plants and factories require the kind of understanding it measures.

d. DAT - Clerical Speed and Accuracy: This is intended to measure speed of response in a simple perceptual task. It really measures speed of perception, momentary retention, and speed of response. Vocations that are related are filing, coding, stock room work, and similar occupations.

TEST DESCRIPTIONS:

1. Informal Reading Inventory: The Informal Reading Inventory (IRI) is an informal diagnostic reading interview. It is composed of two passages for each reading level from preprimer to ninth grade. One passage is used for oral reading, the other for silent reading. The passages are taken from a section of the book which is normally used toward the end of the school year. For example, the third grade selection would come from the last half of the 3^2 book. While the child is reading silently, the tester looks for poor reading habits such as lip movement, finger pointing, etc. As the child reads orally, the tester records such skills as reading in thought units, expression, word recognition, and word attack After the pupil has finished reading, the tester records his reading time and asks a series of comprehension questions. The IRI is a valuable tool to a reading teacher. Three reading comprehension levels are established:

a.	Independent Level	90%
b.	Instructional Level	75% - 89%
c.	Frustration Level	74% and lower

2. Word Recognition Test: The word recognition test is a measure of the pupil's abilities to recognize words in isolation and to attack unknown words. It is made from a representative sample of the new words that are introduced in a basal series from preprimer to the sixth grade. The first three lists include twenty words each. The last five have twenty-five words per list. The tester flashes a word

between 3 x 5 cards for one half second. If the pupil does not identify the word, it is then uncovered so that he may study it. Help (in attacking a word) is given when it is obvious the pupil cannot figure the word out by himself. The word recognition test gives an indication of the pupil's knowledge of words in isolation. It also shows his abilities and weaknesses in figuring out unknown words. Three reading levels are established:

a.	Independent Level	95-100%
b.	Instructional Level	90 - 94%
c.	Frustration Level	89% and below

3. Spelling Inventory: The spelling inventory is used to test the pupil's writing ability. It is made from a representative sample of the words used in any common speller for that grade. The first and second grade lists have twenty words. The others have twenty-five. Three spelling levels are established during this test:

a.	Independent Level	90%
b.	Instructional Level	89% - 75%
c.	Frustration Level	74% and below

The spelling test results usually relate very closely to the word recognition test. The same types of word attack weaknesses are apparent in both the word recognition test and the spelling test. For example, if the child has trouble with beginning sounds and misses several sounds on the word recognition test because he did not recognize the beginning sound, he will most likely have trouble with beginning sounds on the spelling test.

4. Informal Listening Test: When the reader has reached his frustration level on the IRI (below 95 per cent word recognition and below 75 per cent comprehension) the tester reads one passage at each of the succeeding levels. After the child listens to the story he must answer comprehension questions. This test continues until the child is no longer comprehending at the 75 per cent level. Certain authorities in reading feel that the listening capacity is an indication of the reading potential of the child being tested. For example, if the child should reach the frustration level of reading at the fifth grade level and of listening at the eighth grade level, it is believed that there is room for three years improvement in reading performance. Very skilled testers can take the hearing capacity score and accurately estimate the child's mental capacity.

5. The Gates Reading Survey: The Gates Reading Survey is a group reading test that is suitable for average classes in the latter part of grade three and in the higher grades through grade ten. The test booklet is made up of three sub-tests: speed, vocabulary, and comprehension. In an attempt to eliminate non-speed factors from the speed test, all the selections are written at the third grade level. The pupil gets credit for the total number of selections he can read and answer the questions correctly. The vocabulary and comprehension tests, however, are power tests, i.e., they begin with easy items and

become increasingly more difficult as the test progresses. The Gates Reading Survey tends to measure the frustration reading level. Thus, scores on this test are expected to be higher than the ones on the IRI, which is reported on an instructional reading level.

6. Gates Primary Reading Test: This test is used to measure reading ability up to the middle of the second grade. It is made up of three booklets which measure word recognition, sentence reading, and paragraph reading. Because it does not take many right answers to score towards the middle, the test seems to have little discrimination value. It does, however, serve to show if the child has been able to learn any words at all.

Student	Reading Indep.	Reading Instr.	Reading Frust.	Spelling Indep.	Spelling Instr.	Spelling Frust.	Listening	Gates Survey Reading (total reading score) pre	 post	 difference
1. Furry, Shirley	—	5	5+	4	5	5+	6.5	8.8	6.7	-2.1
2. Smith, Robert	0	exp.	—	0	—	—	4.0	—	—	—
3. Tucker, Bob	3-	6+	—	4	5	5+	8.5	10.3	10.1	-0.2
4. Ford, Joe	3	7	7+	6	7	7+	8.5	5.7	6.5	-0.8
5. Banning, Ken	5	7	8	3	5	5+	8	6.4	5.4	1.0
6. Norman, Corbit	5	6	6+	7	8	—	7.8	7.4	6.2	1.2
7. Patrick, Sandy	1	3	3+	1	3	3+	6.5	4.4	4.0	-0.4
8. Holmes, David	—	—	—	—	—	—	—	—	7.2	—
9. Bates, Wilford	7	8	8+	7	8+	—	9.5	10.7	7.6	-3.1
10. Erickson, Joanne	4	5	5+	4	5	5+	7.5	6.1	6.9	0.8
11. James Veronica	1	3^1	3^2	7	8	—	6.8	7.0	7.9	0.9
12. Roy, Elwood	1	4	4+	5	7	7+	6.9	7.3	6.7	-0.6
13. Mackey, Betsy	9+	9+	—	7	8	—	10.5+	10.9	10.8	-0.1
14. Badur, Robert	P	3^1	3^2	5	6+	—	6.5	6.0	6.6	0.6
15. Campbell, Debbie	5	6	6+	—	8+	—	6.5	7.9	8.2	0.3
16. Norman, Nancy	—	4+	5	4	5	5+	6.0	6.5	5.3	1.2
17. Lloyd, Linda	3	5	5+	6	8	—	8.5	7.8	8.9	-1.1
18. Porter, Robert	4	6	6+	4	5	5+	8.0	6.8	7.8	1.0
19. Webster, David	3	7	7+	4	8	—	8.5	6.5	5.9	-0.6

Student	C.A.	M.A.	Grade	Lives with	Siblings	Father's Occupation	Mother's Occupation	Occupational Interest
1	15.0	12.4	9	Mother	1	Unknown	Domestic Work	Secretary
2	15.0	15.0	9	Parents	3	Electrician	Housewife	Auto Mechanics
3	14.6	15.2	9	Grandparents	6	Unknown	Domestic Work	Pro Baseball
4	14.2	13.11	8	Parents	6	Repairman Gas Pumper	Housewife	Auto Mechanics
5	14.1	12.8	8	Parents	4	Truck Driver	Waitress	Auto Mechanics
6	14.1	13.11	8	Parents	4	Assembly Line	Maid	Auto Mechanics
7	13.11	12.6	7	Parents	5	Maintenance	Domestic Work	Secretary
8	13.9	11.0	8	Parents	6	Assembly Line	Housewife	Armed Service
9	13.9	17.2	8	Mother	3	Unemployed	Waitress	Undecided
10	13.8	14.8	8	Father	4	Freight Conductor	Deceased	Beautician
11	13.7	13.8	9	Parents	7	Maintenance	Domestic Work	Secretary
12	13.4	13.0	8	Parents	5	Custodian	Domestic Work	Undecided
13	13.1	18.3	8	Parents	1	Construction Worker	Housewife	Undecided
14	13.0	11.4	8	Mother, Step-Father	3	Inspector Assembly Line	Housewife	Armed Service
15	12.10	13.11	8	Mother, Step-Father	6	Repairman, Appliances	Waitress	Bank Teller
16	12.9	11.9	8	Parents	4	Assembly Line	Maid	Sales Clerk
17	12.8	12.8	8	Parents	7	Gas Station Attendent	Housewife	Beautician
18	12.7	13.11	8	Parents	6	Unemployed Welder	Seamstress	Auto Mechanics
19	12.1	11.10	7	Grandparents	0	Barber	Unknown	Undecided

APPENDIX VII

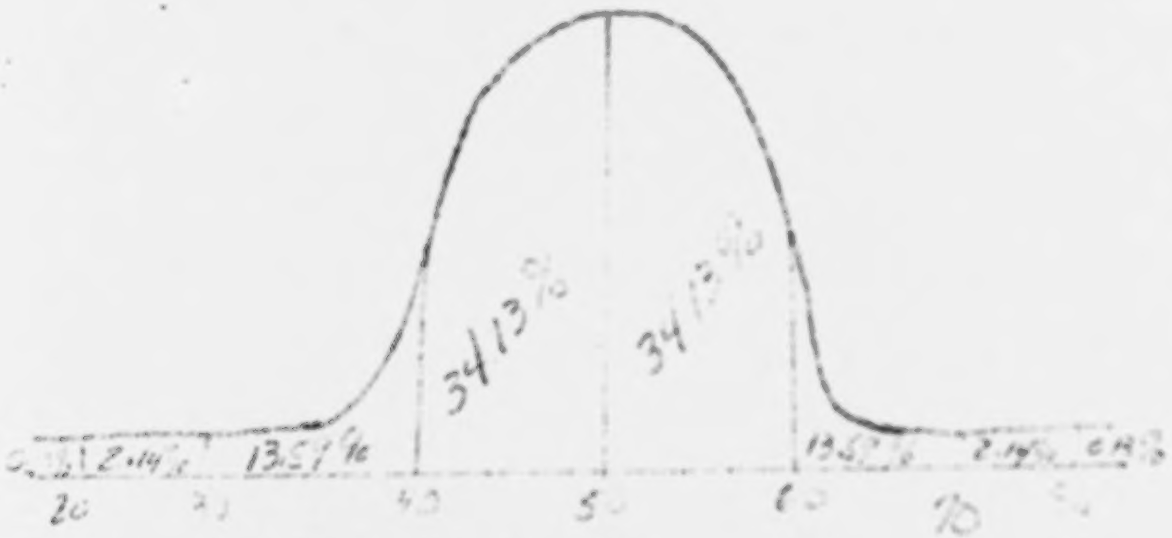
STUDENT PROFILE

STUDENT PROFILE

Attached are the profiles for each individual participating in this Institute. The scores are reported in National Norms by way of t-scores. The t-score has a mean of 50 and a standard deviation of 10. In general, the following guide may be used for interpretation:

20-39	-	Below Average
40-49	-	Low Average to Middle Average
50-59	-	Middle Average to High Average
60-80	-	Above Average

The normal curve is reproduced below in order to give an idea as to the percentage of cases under various portions in terms of the scores given above.



Listed below is a breakdown of the percentages related to the various categories described above and the similar distribution of the students in the Summer Institute when compared to National Norms.

t-scores	Natl.	L-T	S-B	Mech.	Abst.	Space	Clrcal.
20-39	15.86%	10.5%	5.3%	22.2%	5.3%	17.6%	23.5%
40-49	34.13%	31.6%	36.8%	44.4%	57.9%	52.9%	47.1%
50-59	34.13%	42.1%	47.4%	27.7%	26.3%	23.5%	29.4%
60-80	15.86%	15.8%	10.5%	05.5%	10.5%	5.9%	5.9%

APPENDIX VIII

HOW TO STUDY AN OCCUPATION

HOW TO STUDY AN OCCUPATION

There are really many things a person must know in order to truly study and understand an occupation. I suppose the first thing that always comes to mind is: How much money will I make? Am I going to receive a lot to begin or will it be a low salary? What are the chances of increasing my pay as I work from year to year? And more importantly, will I be paid on an hourly basis, a weekly basis regardless of time, or will I have to produce a lot before I am paid (commission)? In addition, a necessary question is: How much money is allotted for my travel expenses, if any, for my living expenses, or for my bonuses that may supplement my salary?

As pointed out earlier, this is the basic question. But what about some other things that may not appear to be important but that truly are just as essential as pay? In short, what are the duties of the worker and the demands placed on him by his boss? What are the routine things that are done on this job? Are there many extra duties that come after 5:00 p.m.? Will this work demand my service every day or will it be a seasonal job? Is this work available in the Newark area or will I have to move to Timbuktu in order to get the job?

Another important thing is the amount of training necessary in order to qualify for the job. First of all, how much education is required? Is there any specific training that is needed?

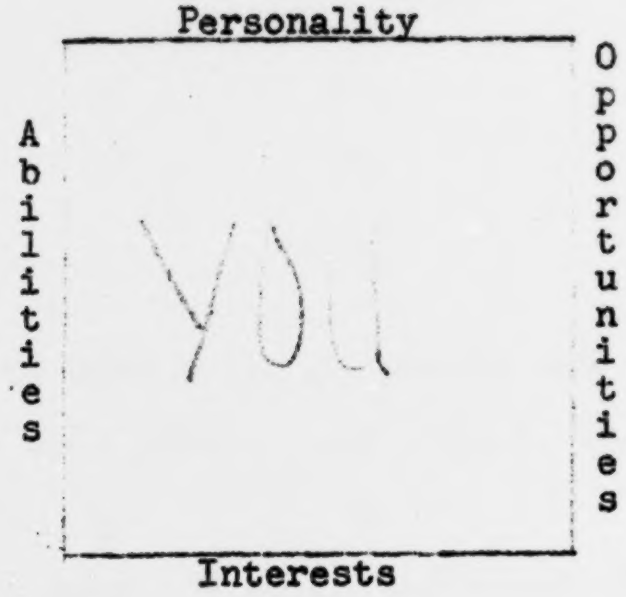
If so, where can I get the necessary training? Will it be at my expense or at the expense of the company? As you can see, the questions are endless. In some cases, special talents are needed. Do I have these talents? What are the personality characteristics that are essential in this job? Are there any physical defects that will prevent a person from entering this field?

Although we don't think so much about advancement in the beginning, this is a very important factor. Is the job a blind alley one? Can I move from this job into a related one, or am I stuck here for life?

In a sense, we have been talking about the advantages and disadvantages of a job. However, we might want to be more specific in this respect. In other words, I must ask myself if this work is going to be interesting or if it is going to be boring. Will I like the hours of working? Is it a "swing shift" job? Will I have to suspend myself from 1,000 feet in the air? In short, is the work dangerous? Will I be treated the same at age 21 as I will be at age 60? Will I like the work area and conditions?

Do you think that all people evaluate a job as extensively as this? You might be surprised. Another last question is: Will this job give me the feeling that I am doing something that is worthwhile? Will it make me feel good?

As a sort of summary, we might look at the box that is drawn below:


Personality
Abilities
YOU
Opportunities
Interests

APPENDIX IX

DICTATED STORY

DICTATED STORY

Bob Smith
July 1, 1965

I'd like to meet a lot of people and sell things. I would like to sell paint, lawn mowers, wood, TV sets, and screw drivers.

The pay is good. I would say close to one hundred and fifteen dollars. He didn't even know.

They work eight hours a day five days a week and a half-day on Saturday. They can be promoted all the way to manager of the store. They get a vacation.

I don't know if you need a college education. I'm pretty sure you need a high school education or a high school diploma.

Bob Smith
July 1, 1965

I'd	like	to
meet	a	lot
of	people	and
sell	things	I
would	like	to
sell	paint	lawn
mowers	wood	TV
sets	and	screw
drivers	The	pay
is	good	I
would	say	close
to	one	hundred
and	fifteen	dollars
He	didn't	even
know	They	work
eight	hours	a
day	five	days
a	week	and
a	half	day
on	Saturday	They
can	be	promoted
all	the	way
to	manager	of
the	store	You

get	a	vacation
I	don't	know
if	you	need
a	college	education
I'm	pretty	sure
you	need	a
high	school	education
or	a	high
school	diploma	

APPENDIX X

WRITTEN STORIES

WRITTEN STORIES

Wilford Bates

June 23, 1965

The things that stand out in my life concerning my family are the things I treasure most like the love and understanding my family has for me. When I was small and hurt myself they relieved the pain with love. When I was hurt inside they gave understanding. If I had a choice I would leave a million trillion dollars behind for my family. THEY COME FIRST!

They cared for me when I was small. I was petted by my Grandmother and my Grandfather. They answered my every whimper. I remember the time when I was very small I loved pcikels and said "bikels" for pickels; my Grandpa bought me a trike. I wasn't satisfied because I couldn't reach the pedals. I said "bikel!" and ran to the refrigerator, opened it, grabbed the pickel jar and broke 2 dozen eggs, opened the jar, got a pickel, triumphantly held up a pickel and said "bikel!" Then did they understand.

These experiences I wouldn't give up for a million dollars. Love is stronger than money.

Opportunities		Responsibilities
Education is higher	-	have to learn
More Gym	-	have to keep fit
Buy Uniforms (Gym)	-	have to keep them in shape
Need suit for dress-up	-	Keep neat
Alter paying jobs	-	spend wisly

The things that stand out in my life concerning my family are the things I treasure most like the love and understanding my family has for me. When I was small and hurt myself they relieved the pain with love and when I hurt inside they gave understanding. If I had a choice I would leave a million, trillion dollars behind for my family. THEY COME FIRST!

They cared for me when I was small. I was petted by my Grandmother and my Grandfather. They answered my every whimper. I remember the time when I was very small I loved pickles, and said "bikels" for pickels; my grandpa bought me a trike. I wasn't satisfied because I couldn't reach the pedals. I said "bikel" and ran to the refrigeator, opened it, grabbed the pickel jar and broke two dozen eggs, opened the jar, got a pickel, triumphiantly held up the pickel and said "bikel!" Then did they understand.

These experiences I wouldn't give up for a million dollars. Love is stronger than Money.

Note: (Written by school child: no corrections made!)
* Copy of original)

Debbie Campbell
July 6, 1965

BANK TELLER

The usual duties of a bank teller receives checking and savings accounts, deposits and real estate. They pay out ! withdrawals, cashes checks, and makes change. Records daily transactions and balance accounts from deposit and withdrawal slips. May sell or redeem U. S. Government Savings Bonds or accept payment for utility bills.

A bank teller usually works 40 hours a week. Evening and Saturday work might be involved. A teller must be alert to forgaries or counterfeit money. Tellers work on shifts whatever times they are needed for rush hours.

The qualifications of a bank teller are to have a high school education. They must be extremely accurate, honest, and responsible. Should have more than ordinary taste, courtesy and ability to deal with all kinds of people. You have to have handwriting that can be read and do clerical work. The tests you take is an aptitude test which includes adding and subtracting, typing and shorthand. The training of a banker takes about three months. Each department train their own job.

The advancements of a teller can become head teller or assistant manager or manager.

The salary is, as a start, for inexperienced persons $250 to $300 dollars a month. Then it goes on to $350 to $400 a month. If you are in a high position you get $450 a month.

Debbie Campbell
July 6, 1965

More women work in a bank than men. The women are still growing. There are 9 different departments in a bank. Departments in the future depends on the bank.

APPENDIX XI

COMPARISON OF EARLY AND LATE DICTATED STORIES

COMPARISON OF EARLY AND LATE DICTATED STORIES

Joanne Erickson
June 28, 1965

I Don't Want to Work
In Grants

It doesn't sound like an interesting job. Say you were working in the curtain department. A customer would come in and buy curtains. You would just give customers curtains all day. Then you would come back to the same department the next day, and do the same thing.

The hours aren't very good. If a lady had children going to school she would have to be home with them when they come home from school.

Joanne Erickson
July 15, 1965

I did not see this job at the University. I want to open my own beauty shop on the campus grounds. I would like to do this because there are a lot of girls that would like to go to a beauty parlor and cannot afford it. I would do this for less than what the other beauty parlors charge.

First of all, I would have to get permission to do this by the head of the University. If I explained it right, I think they would give me permission.

I would have to save up a lot of money to buy the hair dryers, and buy curlers, bobby-pins, clips, nets, chairs, hair-spray, shampoo, dyes and tints. I would also have to save money up for a place to do my work at.

At first I probably won't get very many customers but if I do good on the people I work on, maybe they would tell their friends and their friends would come in.

First, I would have to take a special course in hair styling, coloring the hair, manicuring and facials. Most likely at Brown's Vocational School would be the place I'd have to go to learn this.

Second, I would have to get myself a job so that I could save up enough money to buy or rent this shop on the campus grounds. It would take me at least five years to save up the money to buy the shop. After I've rented the shop, I'd ask

Joanne Erickson
July 15, 1965

the college if they would lend me some money so I can rent a few hair dryers until I can pay them back. While I am working at the other shop, I can be buying the clips, and bobby pins and the things I need that are little. I could be buying them little by little, so I won't have to worry about the little things and just the chairs and hair dryers.

It will be a shop that will be open to anyone who wants to come, but the people who do not go to college will have to make appointments so that college kids can have their chance since it is on the campus.

I'd hire two or three girls on the campus grounds and teach them how to set hair in certain styles so that they could help out. I'd pay them $1.15 an hour and if they do good I'd let it go as high as $2.00 an hour, plus tips. I don't think there will be very much in tips from the college girls, maybe once in a while but not often, but if any of the girls do get tips they would get a chance to keep them.

I'd probably set up the shop next to the barber shop or near it in the Student Center.

APPENDIX XII

BIBLIOGRAPHY ON DISADVANTAGED

BIBLIOGRAPHY ON DISADVANTAGED

Occupational Books for Teachers

Educational Leadership, Vol. 20, No. 1, October 1962.

Educational Leadership, Vol. 21, No. 7, April 1964.

Educational Leadership, Vol. 22, No. 4, January 1965.

The Invisible Americans, Reprint from Saturday Evening Post, December 21-28, 1963.

Mott Adult Reading Center. 965 E. Seventh Street, Flint, Michigan. All reading material for adults is good.

NEA Journal, May 1965.

Paramenter, Morgan D. Success in the World of Work. The Guidance Center, Ontario College of Education, University of Toronto, Toronto 5, Ontario, Canada.

__________. Exploring Occupations, Ibid.

__________. Growing Up. Ibid.

__________. You and Your Career. Ibid.

__________. Your Further Education. Ibid.

__________. You and Your Work Ways. Ibid.

Occupational Books for Disadvantaged Youth

Rochester Reading Series, Restaurants and Cafeterias #5-1803, and others.

The Turner-Livingston Reading Series, Follett Publishing Co., 1962.

U. S. Department of Agriculture, Farmer's Bulletin No. 2202, *Simple Plumbing Repairs for the Home and Farmstead*.

U. S. Department of Health, Education and Welfare. Welfare Administration. *Day Care Services*.

U. S. Department of Labor, Women's Bureau. *Future ...Jobs for High School Girls*.

U. S. Government Printing Office, Washington 25, D.C. *How to get and hold the right job.*

APPENDIX XIII

MINNESOTA TEACHER ATTITUDE INVENTORY

MINNESOTA TEACHER ATTITUDE INVENTORY

The manual for this test describes the MTAI as follows:

> It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.
>
> At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear, and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.

Minnesota Teacher Attitude Inventory

Teacher	t-score	Teacher	t-score
1.	66	10.	51
2.	63	11.	51
3.	63	12.	47
4.	60	13.	46
5.	58	14.	45
6.	58	15.	45
7.	55	16.	45
8.	54	17.	42
9.	53		

Finding: Seventeen teachers took the Minnesota Teacher Attitude Inventory during the Institute program. The results are reported in National Norms by way of t-scores. The t-score has a mean of 50 and a standard deviation of 10. It can be seen that only three scores fall outside standard deviation from the mean. The scores range from 42 to 66. In other words, they range from low average to above average. The median score for the group was 53, or slightly above the mean.

APPENDIX XIV

TEACHER QUESTIONNAIRE - SUMMARY

Teacher Questionnaire - Summary

Following is the division of the teacher-participants into groups for the purpose of obtaining group responses to the questionnaire:

Group I

Tom Phillips
Dave Bachman
Claudia Holden
Joe Jackson
Mary Floyd
Shirley Schell
Roger Fisher
Frank Bradley

Group II

Bill Mats
Elroy Holden
Burns Marvil
Florence Williams
Howard Lightner
Dorothy Smith
Barbara Caudle
Patricia Heather
Henry Lutton

In the questionnaire, a blue checkmark (✓) represents the response from Group I; a red "x" (×) represents the response from Group II.

Name ____
Last First Middle

Age ________ Sex ________ Marital Status ________________

Teaching Address for 1965-66 School ________________

City ________________ State ________________

Highest Degree Now Held - Bachelors ________ Masters ______

Name of school from which you
received your last degree ________________

Date you received your last degree ________________

Total number of years of teaching experience - Teaching ______
Administration ______

Institution where Institute was located ________________

Position for 1965-66 - Primary ________ Intermediate ______
Junior High ________ Senior High ________ Administration______
Other ________

		very good	good	adequate	inadequate	very inadequate	no response
1.	**Objectives**						
1.1	As I look back, I believe the learning objectives I had prior to the Institute were:		X	✓			
1.2	The degree to which the Institute helped me attain my objectives was:	X	✓				
1.3	My understanding of the objectives of the Institute prior to the beginning of the program was:			✓	X		
1.4	The proposed objectives of the institute were stated clearly and succinctly:		✓ X				
1.5	The achievement of the objectives of the Institute as I understood them was:	X		✓			
1.6	The degree to which the competency of the Institute participants was in keeping with the objectives was:	X	✓				
1.7	As a method for improving teacher competencies and knowledge in reading, this Institute program was:		✓ X				

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		very good	good	adequate	inadequate	very inadequate	no response
2.	**Organization and Administration**						
2.1	Advanced publicity about Institute offerings was:					X ✓	
2.2	Detailed description of the individual Institutes in the advanced publicity was:				✓	X	
2.3	The process by which participants were selected was:						✓ X
2.4	The orientation on the campus prior to the beginning of instruction was:	X			✓		
2.5	Advanced information regarding housing was:				X		✓

		very good	good	adequate	inadequate	very inadequate	no response
2.6	The housing provided by the institution was:		X				✓
2.7	The housing available for married participants with families was:				X		✓
2.8	The food provided by the institution was:		X				✓
2.9	The amount of the stipend for participants and dependents was:			X	✓		
2.10	The total length of the Institute was:		X	✓			
2.11	The length of the Institute day was:	X		✓			
2.12	The length of the Institute week was:		X	✓			
2.13	The time scheduled for the academic program was:		X	✓			
2.14	The degree to which the schedule allowed for discussion with staff and other participants outside the formal program was:		✓	X			
2.15	The effort made to provide individual counseling was:		✓	X			
2.16	The size of the total group in the Institute was:	X	✓				
2.17	The manner in which small groups were used was:	X	✓				
2.18	The classroom facilities were:	X	✓				
2.19	The library facilities were:	X	✓				
2.20	Time allowed for recreation was:				X		✓
2.21	The time allotted for social activities was:		✓ X				
2.22	The recreational facilities available were:	✓	X				

	very good	good	adequate	inadequate	very inadequate	no response
2.23 The opportunities for social and cultural activities were:		✓ X				

---

3. Instruction and Staff

	very good	good	ade-quate	inade-quate	very inade-quate	no response
3.1 The degree to which the Institute was coordinated and the various parts of the program related to each other and to the general objectives was:	X	✓				
3.2 The extent to which the Institute met my expectations in the overall content of lectures and other activities was:	X	✓				
3.3 In comparison to previous educational programs I have participated in the quality of instruction was:		X ✓				
3.4 The balance maintained by the Institute program between theory and practice was:		X	✓			
3.5 Learning that resulted from lecture sessions was:		X ✓				
3.6 Learning that resulted from discussions was:		X ✓				
3.7 Learning that resulted from practicum and laboratory activities was:		X ✓				
3.8 Learning that resulted from demonstrations and observations was:	X	✓				
3.9 Learning that resulted from field trips was:	X	✓				
3.10 Learning that resulted from outside speakers was:	X	✓				
3.11 The extent to which outside speakers were integrated into the total program was:	X	✓				
3.12 The degree to which participants were alerted to and involved in the on-going summer program of the institution was:		✓	X			

	very good	good	adequate	inadequate	very inadequate	no response
3.13 The opportunities to become acquainted with informal methods of assessing reading development were:	✓	X				
3.14 The opportunities to become acquainted with standardized survey and diagnostic reading tests were:		✓	X			
3.15 The ratio of instructors to participants was:	X	✓				
3.16 The competency of the Institute faculty and their choice for the job was:	X	✓				
3.17 The interaction between participants was:	✓ X					
3.18 The interaction between staff and participants was:		✓ X				
3.19 The overall effectiveness of the staff and their impact on the participants was:		✓ X				
3.20 The attitude of the staff toward the participants was:		✓ X				
3.21 The evaluation of the progress of the participants was:	X		✓			

---

4. Effect on Participants

	very good	good	adequate	inadequate	very inadequate	no response
4.1 The challenge to my intellectual capacities during the Institute program was:		✓ X				
4.2 I feel my ability to motivate students, lead them to voluntary efforts, and encourage them to set higher standards for themselves will, as a result of the program, be:	✓ X					

	very good	good	adequate	inadequate	very inadequate	no response
4.3 The change in attitude and behavior as a result of the Institute for most of the participants in my group was:		X ✓				
4.4 The extent to which the Institute aided me in originating new ideas and creating new teaching concepts was:	X	✓				
4.5 The degree to which the Institute increased my desire to try new teaching methods was:	X	✓				
4.6 The extent to which the Institute developed my ability to organize teaching material was:		X ✓				
4.7 The degree to which the Institute stimulated my continued interest in teaching reading was:	X	✓				

5. Post Institute

	very good	good	adequate	in-adequate	very in-adequate	no response
5.1 The degree to which practices and procedures of the Institute can be implemented in my school program is:		X ✓				
5.2 If I were to assume a broader role in reading instruction upon return to my school, I feel the extent to which the Institute program has prepared me for this to be:		X ✓				
5.3 The degree to which the Institute prepared me to make contributions to my teaching colleagues from notes and materials was:		X ✓				
5.4 The extent to which the Institute prepared me to suggest books and newly developed materials and equipment for the school program was:		X ✓				
5.5 The degree to which the Institute prepared me to provide suggestions for improved teaching of reading was:		X ✓				

	yes	no	no response
5.6 The most desirable follow-up on this Institute would be self-directed individual study.	✓ X		
5.7 It would be desirable to have follow-up of the participants through local school administrators or supervisors.	✓ X		
5.8 All Institute programs should offer college credit.	✓ X		
5.9 Do you have assurance from your local authorities that they will support your attempt to try out ideas obtained at the Institute?	✓ X		
5.10 Do your local authorities have any definite plans for using you in in-service programs or as a participant in local professional organization meetings?			X ✓
5.11 Opportunity should be provided for a greater number of teachers to participate in the Institute program.	✓ X		
5.12 The Institute provided me with an opportunity to learn more about what I teach which probably would not otherwise have been available to me.	✓ X		

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6. General Questions

6.1 The single, most important reason for my attendance at the Institute was:

6.2 What do you feel were the most positive aspects of the Institute?

6.3 What is the single, most important change that should be incorporated into future Institute programs?